DOCUMENT RESUME

ED 290 481 IR 052 251

AUTHOR Kimmage, Dennis; And Others
TITLE Library Research Skills (LIB 101).
INSTITUTION State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
PUB DATE 87
NOTE 91p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Assignments; Bibliographies; Classification; *College Libraries; Computer Assisted Instruction; Course Descriptions; Government Publications; Higher Education; Indexes; Library Catalogs; *Library Instruction; *Library Skills; Periodicals; Reading Materials; *Reference Materials; *Search Strategies; Workbooks

ABSTRACT

The contents of this document include the course syllabus, a student information sheet, college library floor plans, and the units of instruction for Library Research Skills (LIB 101), a course taught at the State University College at Plattsburgh, New York. The course syllabus lists subjects to be covered and the corresponding time frame for each. The student information sheet presents course objectives, the components/requirements of the class, and explanations of these components, which include (1) classes; (2) worksheet assignments; (3) computer assisted instruction; (4) the bibliography project; and (5) the final examination. Floor plans of the Benjamin F. Feinberg Library are also provided. The next section presents the six units of instruction for the course: (1) organization of library materials; (2) reference content sources; (3) search strategy/topic formation; (4) books and catalogs; (5) periodicals and indexes; and (6) government documents. Assignments one through six, which correspond to the units of instruction, are contained in the remaining unnumbered pages of the document. (CGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED290481

BENJAMIN F. FEINBERG LIBRARY
STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

LIB101: LIBRARY RESEARCH SKILLS

Welcome to Library Research Skills (LIB101). The materials in this booklet have been designed to accompany the course. All assignments are included in the back. Please inspect this booklet to insure that it contains all the items listed below.

CONTENTS

	Page
SYLLABUS	1
STUDENT INFORMATION SHEET	2
FLOOR PLANS - LEVEL ONE	4
FLOOR PLANS - LEVEL TWO	5
FLOOR PLANS - LEVEL THREE	6
UNIT ONE - ORGANIZATION OF LIBRARY MATERIALS	7
UNIT TWO - REFERENCE CONTENT SOURCES	17
UNIT THREE - SEARCH STRATEGTY/TOPIC FORMATION/TAKE-HOME BIBLIOGRAPHY	23
UNIT FOUR - BOOKS AND CATALOGS	27
UNIT FIVE - PERIODICALS AND INDEXES	40
UNIT SIX - GOVERNMENT DOCUMENTS	51

ASSIGNMENTS ONE - SIX STARTING AT PAGE 56

IR052251

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dennis Kimmage
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LIBRARY RESEARCH SKILLS BOOKLET
(FALL 1987 Edition)

Prepared by the Reference Staff
Benjamin F. Feinberg Library

Dennis Kimmage, Head of Reference
Michael Miranda, Coordinator of Library Skills
Tim Hartnett
Carolyn Leonard
Carla List
Gordon Muir
Jim Reh
Rosalie Victore, Typist

SYLLABUS

WEEK	DATES	
1	Sept. 8-10	PROFICIENCY EXAM (administered in first class)
2	Sept. 15-17	ORGANIZATION OF LIBRARY MATERIALS Assignment 1: Library of Congress Classification Library of Congress Call Numbers Physical arrangement of Feinberg Library
3	Sept. 22-24	REFERENCE SOURCES Assignment 2: General Encyclopedias Selecting Subject Reference Sources Locating Reference sources
4	Sept. 29-Oct.1	SEARCH STRATEGY/TOPIC FORMATION/ BIBLIOGRAPHY PROJECT Assignment 3: Reserve Reading "Shaping the Topic" Topic Choice and Analysis Bibliography Topic
	Oct. 2	LAST DAY TO WITHDRAW WITHOUT PENALTY
5	Oct. 6-8	BOOKS AND CATALOGS Assignment 4: Reading a Catalog Card Using the Author/Title Card Using Library of Congress Subject Headings Using the Subject Card Catalog Locating Books
6	Oct. 13-15	PERIODICALS AND INDEXES Assignment 5: Using Indexing and Abstracting Services Locating Periodicals Bibliography Project Assigned
7	Oct. 20-22	GOVERNMENT DOCUMENTS Assignment 6: Government Documents
8	Oct. 27-29	FINAL EXAM

STUDENT INFORMATION SHEET

General Information:

Library Research Skills (LIB101) is designed to increase the ability of students to make effective use of Library resources. It is a General Education requirement because the College recognizes that the acquisition of information gathering skills is a complex and crucial part of the modern educational process. The structure of the course is described below. Please read this material in preparation for your first lecture.

You may address any questions to your instructor or to:

Michael Miranda - Reference Librarian, Coordinator of Library Skills
Office - Reference Room Alcove (Rm. 202B)

LAST DATE TO WITHDRAW FROM CLASS WITHOUT INSTRUCTOR'S SIGNATURE IS OCTOBER 2.

LIB101 COMPONENTS/REQUIREMENTS:

1. Seven 50 minute classes
2. Six Worksheet Assignments
3. Computer Assisted Instruction
4. A Bibliography Project
5. Final Examination

Explanation of Components:

1. CLASSES: Classes will meet in FL103A. Your instructor will present the weekly assignments, discuss potential problems, and relate concepts and ideas to the exercises in the assignments. In addition, the requirements and details of the Bibliography Project will be described in depth by your instructor. By the end of each session, you should expect to thoroughly understand the assignment and possibly have gotten a start on each of the sections that make up each assignment. Attendance will be taken in class.

2. WORKSHEET ASSIGNMENTS:

a. Question Sheets - All assignments are included in this booklet. Each consists of multiple choice questions and has several sections.

b. Answer Sheets - These are machine gradable forms with use instructions on them. Fill in ALL identification blanks, including section letters and code number. You will find the code number on the question sheet. FAILURE TO RECORD THE CODE NUMBER WILL CAUSE YOU TO RECEIVE AN UNGRADED ANSWER SHEET. You will have to resubmit it for correction, and it will be marked "LATE" and subject to grade penalty. Remember, hand in answer sheets on time and with the proper code number in order to get full credit. Answer sheets are to be turned in at the LIB101 DROP OFF BOX located at the Reference Desk.

c. Grading - Weekly assignments will be graded on a Credit/No Credit basis. You must get 20 correct to receive credit for all assignments. In the event you receive No Credit for an assignment you may resubmit the corrected assignment for partial credit. The grading possibilities are as follows:

Grade	Points
C - Credit	5
CL - Credit Late	3
RC - Resubmit Credit	3
NC - No Credit	0

3. COMPUTER ASSISTED INSTRUCTION: Software for LIB101 is available at the Media/Reserve Desk. There is a diskette for each unit covered in the course. The diskettes run on any Apple II+ or IIe located in the microcomputer lab. Each program takes about 1/2 hour, is extremely simple to operate, and comes with a brief instructions guide. In the past LIB101 students have found these programs valuable for tutorial help with a specific unit, as good preparation of worksheet assignments, or as a test of how well a unit was mastered. The CAI programs for LIB101 are an OPTIONAL SUPPLEMENT to your workbook readings and worksheet assignments. Use them if you find them effective instructional aids. For further information please consult with your LIB101 instructor.

4. BIBLIOGRAPHY PROJECT: You will complete a project that asks you to state a topic and compile a five (5) item bibliography on that topic. Of the five items at least one must be a book and at least one must be a journal article. The bibliography must be properly formatted.

5. FINAL EXAM: This is a one-hour exam designed to test your skills in the use of the library.

GRADING:

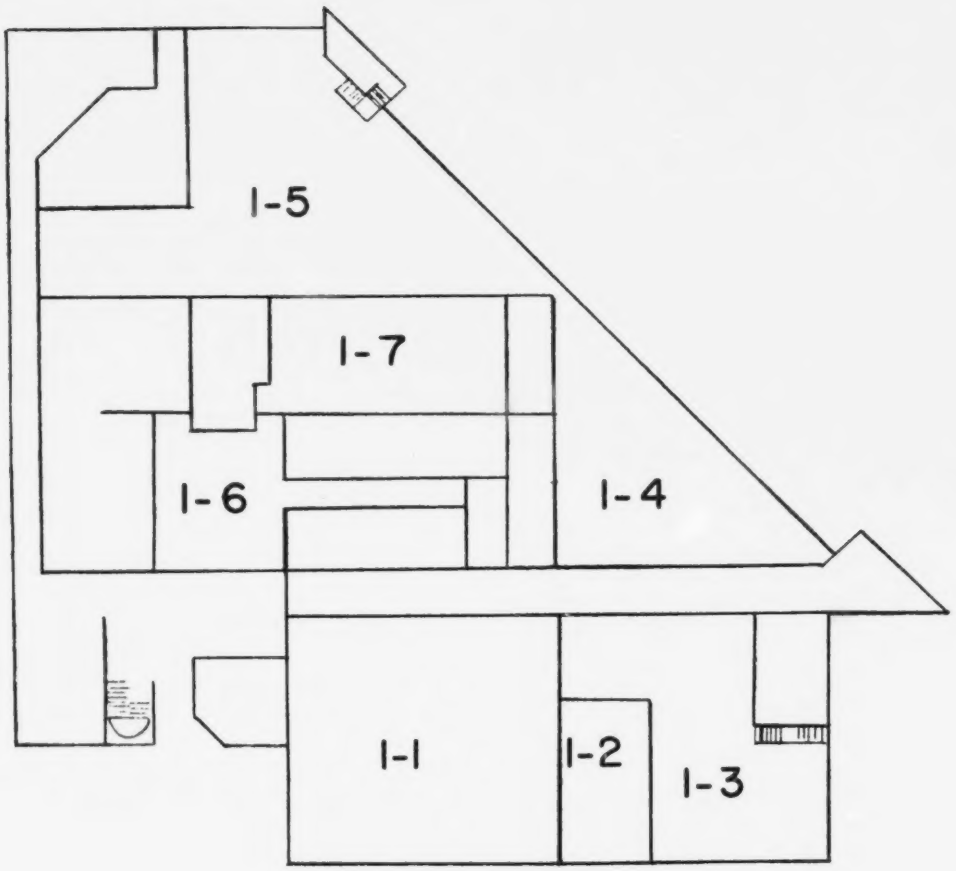
The final grade will be determined on attendance and successful completion of:

1. 6 Worksheet Assignments	30%
2. Bibliography Project	35%
3. Final Exam	35%

The percentages listed above may be altered at the discretion of your instructor.

Completion of both the Bibliography Project and the Final Exam is required to receive a passing grade in the course.

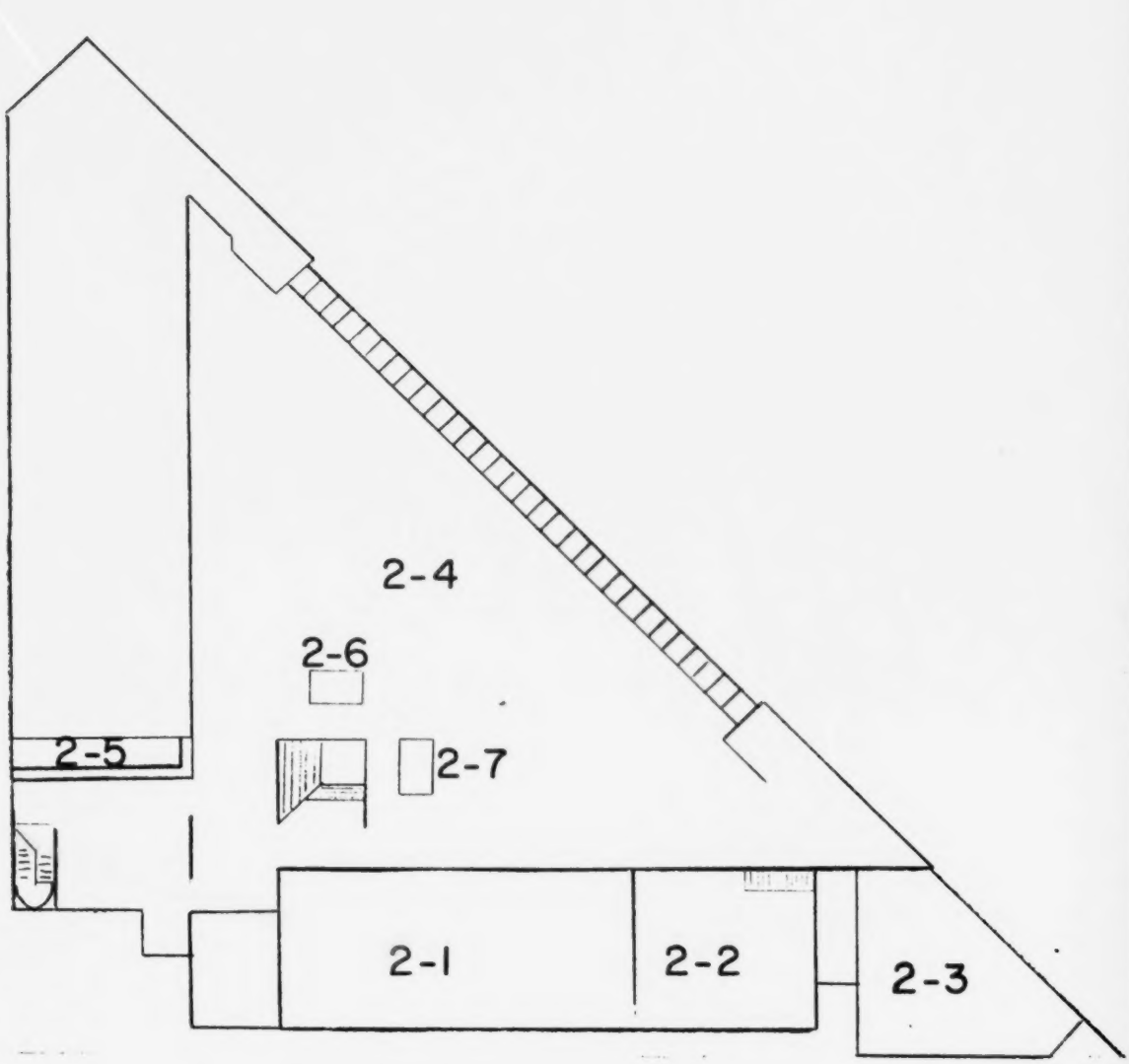
FEINBERG LIBRARY - LEVEL ONE



LEVEL ONE

1-1 Late Night Study
1-2 LIB101 Classroom
1-3 First Level Government Documents
1-4 Special Collections
1-5 First Level Stacks (A-F)
1-6 Reserve Room
1-7 Microcomputer Room

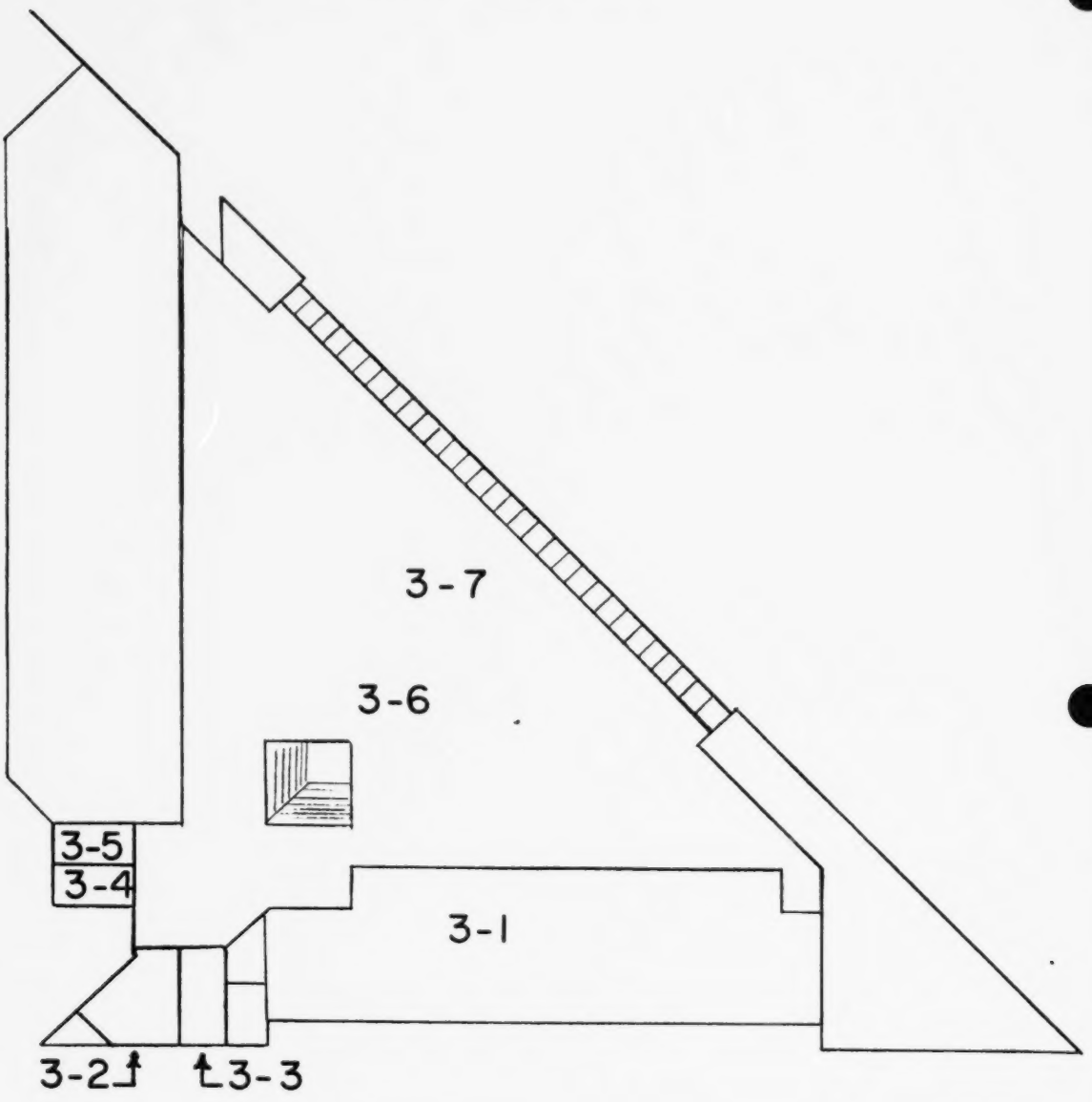
FEINBERG LIBRARY - LEVEL TWO



LEVEL TWO

2-1 Reference Room
2-2 Second Level Government Documents
2-3 Rockwell Kent Gallery
2-4 Second Level Stacks (G-P)
2-5 Circulation Desk
2-6 Author/Title Card Catalog
2-7 Subject Card Catalog

FEINBERG LIBRARY - LEVEL THREE



LEVEL THREE

3-1 Periodical Room
3-2 Microfilm Room
3-3 Microfiche Room
3-4 Room 301 (Lib. Skills Lab)
3-5 Room 303 (Lib. Skills Lab)
3-6 Bound Periodicals
3-7 Third Level Stacks (Q-Z)

UNIT ONE
ORGANIZATION OF LIBRARY MATERIALS

Welcome to Library Skills. The primary purpose of this course is to help you understand the workings of a library and in doing so enable you to organize your search for information in a way that will quickly and efficiently solve your informational problems. This first unit will introduce you to some of the most basic theories of knowledge organization and the systems of arranging this material. A very brief discussion of the purpose of libraries and their place in the information world will set the stage for more in depth treatment later.

THE LIBRARY AS AN INFORMATION SYSTEM

A library is defined as "a collection of books, pamphlets, etc. kept for reading and consultation especially such a collection arranged to facilitate use as by classification and indexing." ("Library"). The key phrase in this definition is "arranged to facilitate use." Without some sort of arrangement to allow for use of the material that has been gathered it becomes pointless to go through the trouble of gathering it. It is this system of organization that must be understood in order to get the most out of a library. If you don't understand how the access system of a library works, it has the same practical effect as having no system of organization at all. Before we go much further we should provide a description of the physical environment in which you will be working and some of the collections and services on which you can draw.

Feinberg Library

Feinberg Library is the newest building on campus having been dedicated in 1978. There are approximately 260,000 volumes of books housed here along with about 1800 current subscriptions to periodicals. There are three levels to the library and your work in the class will take you to all three.

Briefly, this is what you'll find on each level:

Level one: Media and Reserves, Microcomputer Lab, Government Documents Stacks, Special Collections, Late Night Study, LIB101 Classroom, Book Stacks A-F.

Level two: Circulation Desk, Reference Room, Government Documents, Card Catalogs, Inter-library Loan, Book Stacks G-P.

Level three: Periodicals Collection, Micro-form Readers, Book Stacks Q-Z.

A mere description of physical locations does not begin to tell you what resources are available here at Feinberg Library. Knowing where they are is just the first step in being able to use these resources. The following list will provide a base from which some of these collections and services will be studied in much greater depth.

LIBRARY COLLECTIONS/SERVICES

COLLECTIONS

Main Circulating Collection:

The library contains more than 260,000 volumes which are located on three levels. Sound recordings (records) are part of the main circulating collection and can be found on the third level. Author, title, and subject access to books and records is provided by the card catalogs.

Reference Collection:

The Reference collection contains over 15,000 volumes of factual and background sources and is usually the best place to begin research on a topic. The Reference Collection also provides access to periodical literature in journals and newspapers through major indexing and abstracting sources. Generally, these sources are searched manually or, if suitable, by computer. Reference librarians are available most hours the library is open and specialize in helping people find the information they need.

Periodical Collection:

The library presently subscribes to over 1,800 periodical titles (magazines, journals, newspapers). A large microform collection (over 300,000 items) includes back volumes of periodicals on microfilm and research materials in environmental sciences and other subject areas on microfiche.

Government Documents Collection:

The U.S. federal government is the world's largest publisher. Since 1967 Feinberg has been a selective depository for U.S. government documents. A myriad of publications such as census statistics, Congressional hearings, topographical maps, etc. are available through the Government Documents Collections. Also included are select New York State and Canadian government documents.

Media Services/Reserve:

The Reserve Room is located in this area. Here you will find materials assigned by college instructors for use by their students. This area houses audio visual materials and media equipment for classroom use and for self-instruction. It also contains the language lab and microcomputers. These collections are accessed by using the Audiovisual Software Catalog, available in the Reference Room. Media Services/Reserve does not include sound recordings, which are part of the Main Circulating Collection.

Special Collections:

The focus of this collection is on materials pertinent to the history of the North Country, including books, manuscripts, early maps, atlases, photographs, newspapers, and census data.

SERVICES

Circulation:

Aside from the obvious service of checking out materials, the Circulation Desk can provide several other services. Perhaps the most significant is searching for materials you need that are not on the shelf. If material that you desire is signed out the Circulation Desk will notify you when it is returned so that you can then sign it out yourself. They will also search for materials that are not listed as being checked out but are also not on the shelf. Overdue fines and other charges are paid here.

Reference:

Through this course you will reach a level of self sufficiency in the library. If, however, you do encounter difficulty in finding the information you want, Reference service is available to help. A reference librarian is available to assist you in locating that hard to find material. You are encouraged to ask at the Reference Desk any time you need help.

Interlibrary Loan:

If material you need for your research is unavailable here at Feinberg Library we will gladly borrow the material from another library. This service, called Interlibrary Loan or ILL, is available by filling out a form at the Reference Desk or ILL Office. A minimum of two weeks is needed to process and receive the material.

TYPES OF INFORMATION

When attempting to instruct students in the methods of retrieving information a problem sometimes arises. When trying to describe what type of information is being sought and where that type of information can be found, an instructor will be forced to make some broad generalizations that might cloud the issue and confuse the discussion. These generalizations are unfortunate but are difficult to avoid. It is the task of the student to seek the rule that is being illustrated not the exception. With that caveat in mind our discussion turns briefly to the three basic types of information. The ideas here will be expanded upon considerably in the following weeks.

For our purposes the three types of information will be called Fact, Introductory, and Extensive and Judgmental.

Facts: This is perhaps the easiest type to distinguish. A fact is defined as "something known to have occurred or to be true." ("Fact"). There have been four instances in American political history where the presidential candidate receiving the most popular votes was not elected president. That is a statement of fact.

Introductory: This type of information could be characterized as a collection of facts. Introductory information is particularly important when beginning research on a topic that is largely unfamiliar to you. It is usually a straight-forward, brief, objective overview of the most important aspects of a particular topic. An encyclopedic discussion of the Electoral College how it is formed and empowered to elect the president, without going into the justification for such a method is an example of introductory information.

Extensive and Judgmental: Extensive and judgmental information usually forms the basis of research for a college paper. Expert opinion, criticism, original research, and other lengthy discussions of a topic will generally fall under the heading of extensive and judgmental information. The numerous books, journal articles, dissertations etc. on the merits of the Electoral College and whether it should continue in its role as the ultimate elector of the president, both pro and con, constitutes the extensive, judgmental information on the subject. Naturally, within this type of information, facts will be found. It is the selective nature of the facts used and the interpretation of those facts that set this type of information apart from other types.

Simply recognizing the different types of information is helpful but more important is the ability to know which type of information you need. You can't find what you're looking for until you decide what you're looking for. Analyzing a topic, being able to determine the extent of material needed as well as the type of information desired is crucial to completing a search successfully. More on this type of analysis is in a later unit.

Knowing that there are different types of information is one thing, knowing where to find this information is another. As you go through this course try to relate the types of information to the different resources you are introduced to. This will tie the different sections of the class together and help illustrate the continuum that is the information world.

You will recall that we talked at the beginning of this chapter about the need for a system of organization in order to make retrieval of information more efficient. There are many methods of organizing materials. This next section, and those that follow will discuss these systems of organization. Indeed in this library alone several different systems are used. Our periodicals are organized one way, books another, government documents yet another. We will focus first on the system used to organize our books and concern ourselves with the other methods in subsequent chapters.

The broadest divisions of knowledge commonly used are the disciplines; Sciences, Social Sciences, and Humanities. While these categories are broad, they are very important to understand. They represent the first step in narrowing a topic from your general idea into a structure which facilitates information retrieval. This is particularly important when you are unfamiliar with your topic. You need to have some framework within which to work when you begin your research. Look at Figure 1-2 for examples of the components of the disciplines. There you'll see the interrelationships of the broad disciplines to the more specific subject areas in which information is classed. This systematic classification is how our books are arranged.

Classification Systems:

The system that you will be dealing with is the Library of Congress Classification (LC) system. In this classification system materials are initially grouped together by broad subject area. In Figure 1-1, 1-2 you will find a chart showing some of the major areas of study here at Plattsburgh State and the LC classification designation for them. Each broad subject area will have a one or two letter LC classification code. Check for your major on the list and see what LC classes it would fall under. Some LC classes will be too broad, but try to decide what broad LC class would include that subject. You will be asked to do this kind of topic analysis frequently in the coming weeks. As with any system that is designed to be broad in nature there will be some problems. But by and large the benefits of such a system more than make up for any disadvantages. The most important single advantage of the Library of Congress Classification system is that it allows for materials that deal with the same subject to be shelved in the same area. This not only cuts down on the amount of running around you would have to do to find general items on the same topic, it also allows you to browse the shelves for related material. Think of the problems associated with a simple alphabetical scheme, for example, and you can see why a classification system is desirable.

In a sense you do a fair amount of classification when you attempt to define your information needs. We will talk more of the methods for classifying information into type, area of study, etc. in unit three.

FIGURE 1-1

LIBRARY OF CONGRESS CLASSIFICATION OUTLINE

A GENERAL WORKS
- AE General Encyclopedias
- AY Almanacs

B PHILOSOPHY AND RELIGION
- B-BD,BH-BJ Philosophy
- BF Psychology
- BL-BX Religion

C HISTORY (Auxiliary Sciences)
- CB History of Civilization
- CC Archaeology
- CT Biography (General)

D HISTORY (Except the Americas)

E HISTORY OF NORTH AMERICA, and HISTORY OF THE UNITED STATES (General)

F HISTORY OF THE UNITED STATES (Local), and CANADA, and LATIN AMERICA

G GEOGRAPHY, ANTHROPOLOGY, and RECREATION and SPORTS
- G-GF Geography
- GF-GT Anthropology
- GV Recreation, Physical Education and Sports

H SOCIAL SCIENCES
- HA Statistics
- HB-HC Economics
- HD Management
- HF-HJ Business; Accounting; Marketing
- HG Finance
- HM-HX Sociology
- HQ Child-Family Studies; Women's Studies
- HV Social & Public Welfare; Criminology;Human Svcs.

J POLITICAL SCIENCE

K LAW

L EDUCATION
- LB Elementary and Secondary Teaching
- LC Special Education; Handicapped Education

M MUSIC

N FINE ARTS
- N Art History
- NA Architecture
- NB-NK Studio Arts
- NK Interior Design and Decoration

P LANGUAGES AND LITERATURES
- P Communication; Mass Media; Linguistics
- PA-PF Classical, Romance, and Germanic Languages
- PE English Language
- PN Literary History and Criticism; Poetry, Drama, Television, Film, Theatre; Journalism
- PQ Romance Literatures
- PR English Literature
- PS American Literature

Q SCIENCE
- Q History and Philosophy of Science
- QA Mathematics; Computer Science
- QB Astronomy
- QC Physics
- QD Chemistry
- QE Geology
- QH-QR Biological Science
- QH Biology, Genetics, Ecology
- QK Botany
- QL Zoology
- QM-QP Anatomy and Physiology
- QR Microbiology

R MEDICINE
- RC Geriatrics; Clinical Psychology
- RM Pharmacology; Diet Therapy
- RT Nursing

S AGRICULTURE

T TECHNOLOGY
- TA-TP Engineering, Electronics
- TA-TJ Environmental Science
- TK Computer Science
- TX Home Economics; Nutrition

U-V MILITARY, NAVAL SCIENCE

Z LIBRARY SCIENCE

The complete call number for any book may be found in the card catalogs.

FIGURE 1-2

LIBRARY OF CONGRESS SUBJECT CLASSES BY DISCIPLINE

SCIENCES

General	Q	Environmental Science	TD-TJ
Agriculture	S	Ecology	QH
Astronomy	QB	Geology	QE
Biology	QH-QR	Hearing and Speech	QP,RC,RF
Biochemistry	QH,QD,QP	Industrial Technology	TS
Biophysics	QH	Mathematics	QA
Microbiology	QR	Medicine	R
Chemistry	QD	Nursing	RT
Computer Science	QA76,TK	Physics	QC
Engineering	TA-TP		

SOCIAL SCIENCES

General	H	History	C-F
Anthropology	GF-GT	Non-American	D
Business	HF-HJ	United States	E,F
Accounting	HF	Latin America,Canada	F
Finance	HG	Home Economics	TX
Management	HD	Food and Nutrition	TX
Marketing	HF	Law	K
Canadian Studies	F	Political Science	J-JX
Economics	HB-HC	Psychology	BF
Education	L-LJ	Behavioral	BF
Counseling	LB,BF	Clinical	RC
Elem.,Secondary	LB	Sociology	HM-HX
Special	LC	Human Services	HV
Health	LB	Child-Family Studies	HQ
Geography	G-GF	Criminology	HV
		Women's Studies	HQ
		Sports	GV

HUMANITIES

Art	N	German Language	PF
Communications/ Mass Media	P,PN	German Literature	PT
		Spanish Language	PC
Literature/Languages	P-PT	Spanish Literature	PQ
American Literature	PS	Music	M
English Language	PE	Philosophy	B-BD,BH-BJ
English Literature	PR	Religion	BL-BX
French Language	PC	Theatre	PN
French Literature	PQ		

MISCELLANEOUS

Biography	CT
Encyclopedias	AE
Military & Naval Science	U-V
Library Sciences & Bibliographies	Z

Library of Congress Call Numbers:

While the LC class system is a means of identifying the content of a particular work,it also performs a more practical task. The LC call number tells you where a book can be found on the shelf. When a book is received in this or any library a device is employed so that a patron can gain access to the book. In this library the Library of Congress call number is that device. We have already mentioned that the LC class system groups items by broad subject area; initially that is an alphabetic code, either one or two letters. So the letters are the broadest designation of subject content. Obviously, we can't stop there. There simply aren't enough two letter combinations to cover the full spectrum of information areas. So, after a broad subject area is designated a more narrow characterization is used. Numbers are added to the letters already assigned to the work to more narrowly define the subject area of the book. A final letter number combination, unrelated to the subject content, is then added to uniquely identify each book within a library. See Figure 1-3.

There is, however, one peculiarity that must be remembered. After the first set of numbers all numbers should be treated as if they have a decimal point in front of them. Figure 1-3 illustrates this point.

POINTS TO REMEMBER:

1. A system of organization is necessary to make access to the store of information in a library possible.

2. Feinberg Library has three levels with which you will become acquainted during this course.

3. Numerous collections and services are available at Feinberg. Getting to know these resources and what they can do is a major component of LIB101.

4. The three basic types of information are Fact, Introductory, and, Extensive and Judgmental.

5. Identifying which type of information you need and then where that information is most likely to be found is the heart of LIB101.

6. Classification systems group items that are related together.

7. The Library of Congress Classification system groups material by broad subject area.

8. When you make decisions as to the type and subject area of information you desire you are in fact classifying your information needs.

9. LC call numbers not only denote content of a work, they serve as a locational device as well.

10. After the initial alpha-numeric sequence numbers should be seen as having a decimal point in front of them.

WORKS CITED

"Library". Webster's New World Dictionary.

1964 College ed.

"Fact". Webster's New World Dictionary.

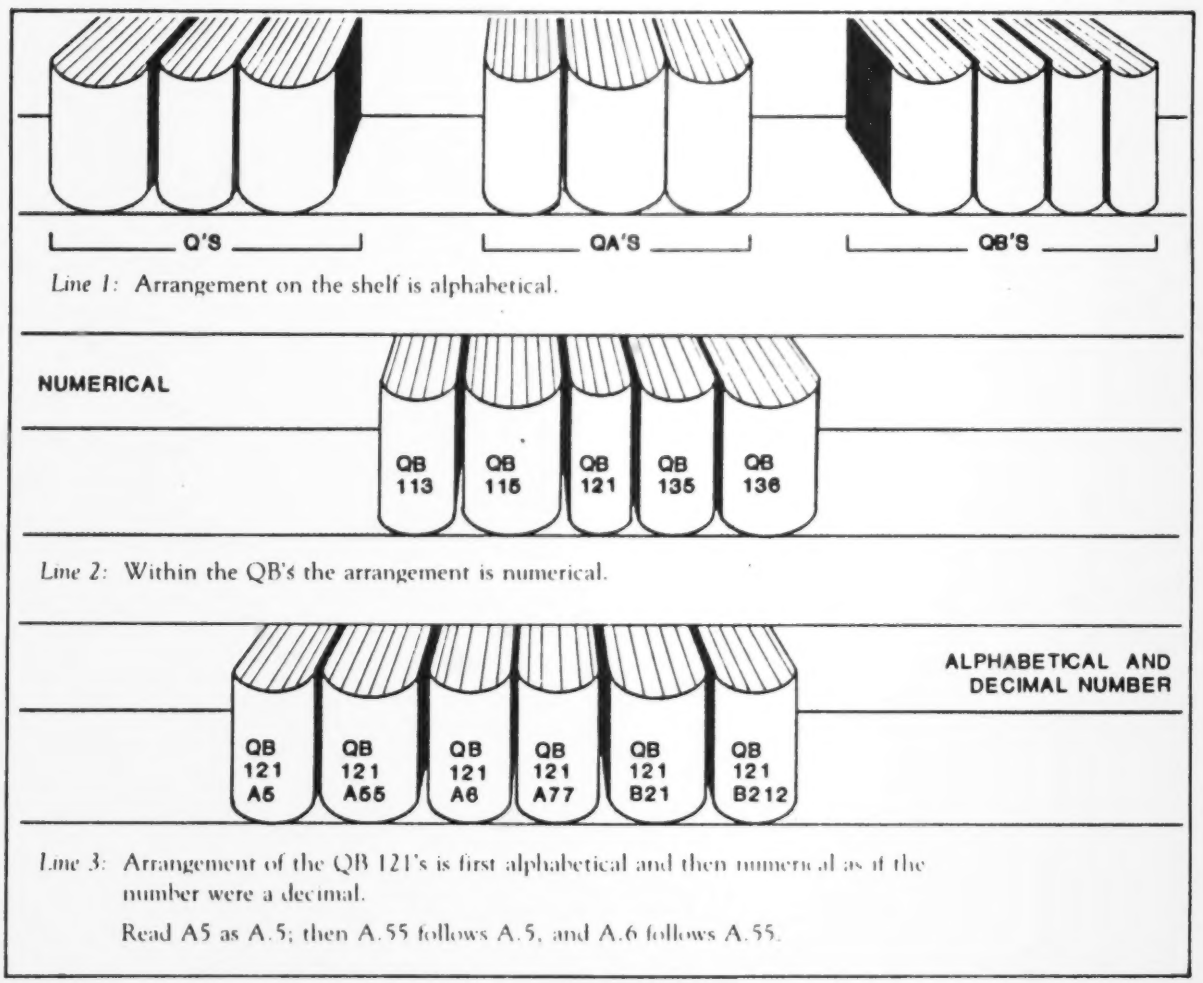
1964 College ed.

FIGURE 1-3

LIBRARY OF CONGRESS CALL NUMBERS

When you have found the right floor location for QB 121.A77, you will need to find the exact shelf location for that call number. The call number is read as follows:

a complete call number QB.....Line 1
121 .....Line 2
A77 .....Line 3



Line 1: Arrangement on the shelf is alphabetical.

Line 2: Within the QB's the arrangement is numerical.

Line 3: Arrangement of the QB 121's is first alphabetical and then numerical as if the number were a decimal.

Read A5 as A.5; then A.55 follows A.5, and A.6 follows A.55.

Book Locations on Shelves

Adapted from: Library Instruction Workbook
Center for Bibliographic Instruction
University Library
California State University, Long Beach

UNIT TWO
REFERENCE CONTENT SOURCES

Suppose, for whatever reason, you were in a class that assigned topics for term papers in a rather haphazard manner. Further, let's suppose that you were assigned a topic about which you know nothing; plasma physics or the role of Charlemagne in the Carolingian Renaissance, what would you do? You could just jump in and try to find books on the subject, but unless you have some idea of the important aspects of your topic you could very easily spend a lot of time flailing around trying to get a handle on the information before you. And turning that information into a cohesive, well argued presentation would be very unlikely.

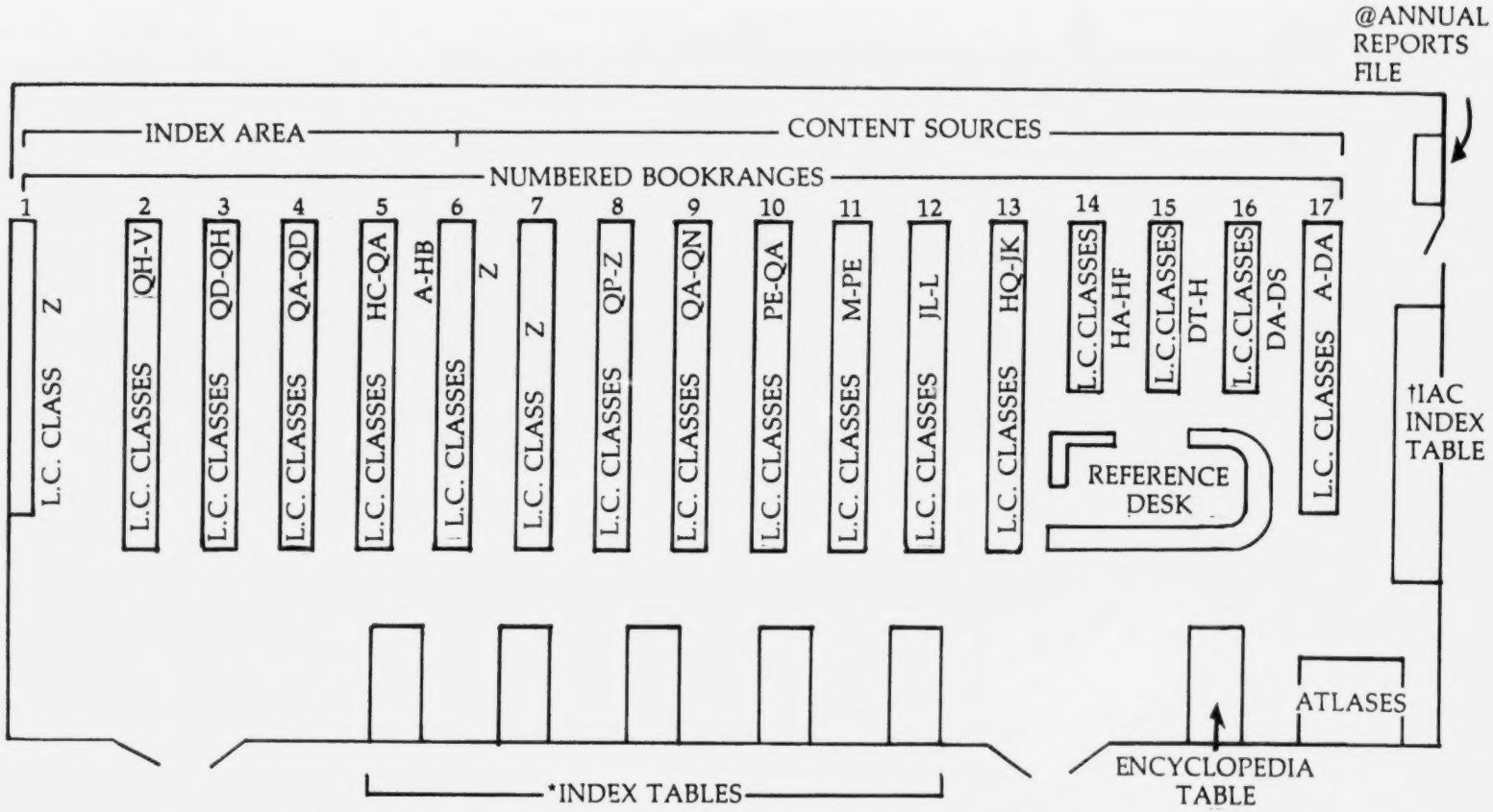
A better alternative would be to first try and get some background information on the topic. The key concepts, phrases and important scholars in the field can all be found in introductory discussions of the topic.Reference sources can provide this type of background information .

Reference books have a special place in a library and are often kept in a separate collection. They are different from other books both in the way they are put together and in the purposes they serve. Reference books are not meant to be read from cover to cover but to answer specific questions or to indicate where relevant information can be found. Encyclopedias, dictionaries, almanacs, and atlases are reference books you are most familiar with and which you have probably used to answer specific questions. You may be less familiar with indexes, abstracts, and bibliographies, which are reference books that researchers use to find information in journal articles, books, reports, and other sources. These two types of reference books, known as content sources and finding aids, can be summarized like this:

Content Sources: they contain information in factual form, in short articles, summaries, outlines.
Finding Aids: they tell you where to find information such as journal articles, newspaper articles, essays, poems, etc.

The Reference Room in Feinberg Library is arranged in such a way as to separate the two types of sources. Content sources, like encyclopedias, handbooks, and dictionaries, are identified by LC call numbers beginning with "Ref". Finding aids, like indexing and abstracting services, are identified by LC call numbers beginning with "Index Area Ref". Highly used indexes and abstracts are found on tables under signs labelled "Index Table (1,2,3, etc.)". The signs list which indexes are on the table.

Reference books in the section for content sources follow an A to Z arrangement based on LC classes. This is also true for reference books in the section containing finding aids. As a result, failure to pay attention to the designations "Ref" or "Index Area Ref" may result in confusion and a futile search for books in the wrong part of the room. Check the floor plan for help in locating the correct area.



*INDEX TABLES CONTAIN THE MOST FREQUENTLY USED INDEXING AND ABSTRACTING SERVICES.
†IAC INDEX TABLE CONTAINS MICROFORM INDEXING SERVICES.
@FILE CONTAINS ANNUAL REPORTS OF MAJOR CORPORATIONS.

REFERENCE CONTENT SOURCES

Read the list of Reference Content Sources and examine the various sources found in the Reference Room for the differences between the different types of sources. They represent the variety of reference sources used to find factual and background information.

ALMANAC: A general collection of miscellaneous facts and statistics about countries, people, and events, including past and current history. Scope is broad and general.

ATLAS: A volume of maps, charts, diagrams, or graphs. Atlases may or may not include explanatory text. Scope may be universal or limited to a specific continent, region or country.

GAZETTEER: A dictionary of geographical locations often found at the back of atlases. When published as a separate volume, gazetteers contain no maps but provide more detailed geographical data about places than do atlases. Most separately published gazetteers are universal in scope.

BIOGRAPHICAL DICTIONARY: A collection of sketches of varying lengths about the lives of individuals. Scope may be universal or limited to the people of one country (national biographical dictionaries) or to people of one career group (professional biographical dictionaries).

DICTIONARY: A source of information about words: their meaning, spelling, origin, usage. Scope may be general (e.g. French language) or subject-oriented (e.g. Dictionary of Economic Terminology).

DIRECTORY: A list of names and addresses of persons, organizations, or institutions. It often includes descriptive data and key facts such as officers, telephone numbers, publications, purposes, etc. Scope is narrow and subject-oriented.

ENCYCLOPEDIA: Scope may be general or subject-oriented. A general encyclopedia provides a comprehensive introduction to a subject and often summarizes information from a variety of sources. A general encyclopedia covers all areas of knowledge. Subject encyclopedias are more specialized and concentrate on broad subject areas corresponding to an academic division (e.g. Social Sciences) or specific subject fields (Education, Philosophy, Business). Both types of encyclopedias are also valuable for the bibliographies (list of sources) they often provide at the end of articles.

HANDBOOK: A collection of information in a specific subject area summarizing the established knowledge of a field; specialists often refer to handbooks. Handbooks are used primarily to answer specific problems, to provide "how-to-do-it" explanations, or for background information. Information may be narrative and/or tabular, and is usually presented in chapters that treat specializations within the particular field.

STATISTICAL SOURCE: Specialized sources that contain detailed numerical facts and figures related to a particular time period. In terms of scope they are often devoted to particular geographical areas (U.S., Europe, Latin America) or to a particular subject (Motor Vehicles, Trade, Water-Supply).

YEARBOOK: An annual collection of data and other information recording the year's activities in some specific subject or field. Emphasis is on summarizing important information about trends or accomplishments of the current (or previous) year. Scope is usually subject-oriented (Yearbook of Higher Education) but sometimes general (Encyclopaedia Britannica Yearbook).

Two points should be kept in mind when using reference collections and sources:

1. Reference books are either general in scope or specialize in a subject area or discipline. A general reference source is not limited to any one subject area but covers a whole range. The World Almanac or the Encyclopedia Britannica are good examples. On the other hand, a subject source concentrates on a single field or discipline (a group of related fields). There are, for example, encyclopedias of science and for the branches of science like chemistry, physics, biology, etc. There are handbooks of engineering, dictionaries of sociology, and almanacs of education. In fact, most subject areas have their own almanacs, dictionaries, encyclopedias, handbooks, directories, etc. Subject-oriented sources are a large part of the entire reference collection. These subject oriented sources are, in most cases, preferable to a general encyclopedia as the subject sources will cover the various aspects of the subject in greater detail than will the general content sources.

2. Reference books in Feinberg (and in many academic libraries) are organized by the Library of Congress classification system. This means they can be found using the card catalog or a subject outline of LC classes. Consequently, finding items in even a large reference collection is not as difficult as you might imagine. If, for example, a problem calls for a yearbook in the subject area of political science, an LC subject outline can be used to identify the LC class, which in this case is "J". A quick look through the "Ref. J" section may turn up several yearbooks for political science. This approach would apply to the other subject areas of a reference collection, each of which will contain a similar variety of content sources related to a particular field. You will be asked to use this method of locating reference content sources in the weekly assignment for this unit.

ENCYCLOPEDIAS AND RESEARCH

As noted, above, reference content sources are either general in scope or oriented to a subject. Thus, there are general encyclopedias and highly specialized ones. There are several reasons why both are used to begin research on unfamiliar topics:

1. Encyclopedic sources provide introductory information and summaries that focus on problems, controversies, trends, and influences related to the subject. This information can help you understand how a topic involves research and which issues have been of interest to others.

2. Encyclopedia articles, in the way they are written and organized, frequently show how a subject is broken down. When you are at the stage of having to limit a topic, this can be an invaluable aid and overcome one of the biggest stumbling blocks in term paper writing.

3. Encyclopedia articles may introduce you to special terminology used for a topic. These words and expressions can give you immediate search terms to test in the card catalog or indexes when you look for further information.

4. An encyclopedia article often includes a bibliography (a list of sources) that reflect some of the best research already done on a subject. This bibliography can be the beginning of your own list of references but it is more valuable for pointing out the important works on a subject and the important authors to keep in mind. This is a quick way to identify quality sources and standard works on a topic.

GENERAL ENCYCLOPEDIAS

General encyclopedias, like Encyclopedia Americana, Collier's or the New Encyclopedia Britannica, are comprehensive and cover all fields. Unless a topic is very new or very specific, you can usually find information about it in one of these sets. Organization in all encyclopedias is alphabetical and it is important to use the index section since material in any multivolume set may be in more than one place. General encyclopedias are classed by LC in the "A" letter category and are found in the Reference Room on the Encyclopedia Table to your right as you enter the Reference Room (see floor plan).

SUBJECT ENCYCLOPEDIAS

There are subject encyclopedias for many, if not most, academic fields and disciplines. There are, for example, encyclopedias of the social sciences discipline and for its branches like education, economics, and anthropology; for the discipline of science and its branches like chemistry, biology, mathematics, etc. When you need more specific material, more depth, more length, you should find one of these sources.

In selecting a specialized encyclopedia first think about the subject of your topic. Does it deal with the humanities (literature, art, religion, philosophy, music, etc.)? Does it deal with the social sciences (psychology, sociology, economics, education, anthropology, etc.)? Or does it deal with the sciences (physics, chemistry, biology, math, etc.)? Relate your topic to a subject area, using an LC outline, such as the one in your booklet, the "Library of Congress Subject Classes". When you have done this and know the LC class letters for your subject, you have all you need to check the section of the Reference Room on content sources in that field. If the subject were sociology, for example, the LC list would tell you to look in the "HM-HX" section for reference content sources, where you would find dictionaries, encyclopedias, handbooks, etc. all related to sociology.

Since all reference books are listed in the card catalog, it can also be used to find subject encyclopedias. An encyclopedia of physics, for example, could be found by checking the card catalog (subject section) under the broad heading "Physics" combined with the term "--Dictionaries": you would search under "Physics--Dictionaries". This heading would lead you to both dictionaries and encyclopedias of physics. To find an encyclopedia of education, you would check under "Education--Dictionaries", etc.

Note that the worksheet assignment for this unit requires you to find reference sources by using the LC subject class outline. You will practice using the card catalog later in this course.

<u>POINTS TO REMEMBER</u>

1. Content sources in the Reference Room <u>contain</u> introductory material on a subject. Finding sources tell you where to find information on your topic.

2. Reference sources can be either general or subject specific.

3. Generally, subject or discipline oriented sources are preferable to general sources.

4. Reference content sources can be located using LC subject classifications.

UNIT THREE
SEARCH STRATEGY/TOPIC FORMATION/BIBLIOGRAPHY PROJECT

This unit introduces three very important components of the Library Skills course. The first two concern the preparatory work you need to do before an information search can progress, the third deals with retrieving the information itself.

Search Strategy and topic formation are so closely related that they need to be introduced together. A Search Strategy is an organized method of retrieving information. It involves a series of steps to help you find a variety of sources such as background materials, books, and journal articles. The steps themselves and the order in which they will be done will very from topic to topic.

Before you decide on your topic a number of factors have to be considered. Most of the parameters within which you will be working will be set for you by the instructor assigning the paper. The two key considerations in any Search Strategy are type and length of the paper. Clearly a 25 page term paper for an upper level course in your major is going to require a different level of research than a 3 page paper for an introductory composition course. A thesis paper requires that you support a point of view by locating material that is consistent with your viewpoint and refuting views that are contrary to your thesis. A straight report or summary paper requires you to present information objectively and without drawing conclusions as in a thesis paper. A paper in which you are asked to explain a process or procedure is similar to a report in that you're simply describing how something is done. These concerns are more fully discussed in the reserve reading "Shaping a Topic".

Also discussed in the reserve reading are some tips on selecting a topic for your paper. The primary point is to choose a topic that has a level of complexity suitable to the requirements of the paper, as outlined by your instructor. You would be hard pressed to produce a 25 page paper on volleyball. Similarly, three pages would only allow for a very superficial discussion of the differences between the U.S. and Soviet economies and the effect on both of continued increases in military expenditures. By putting some thought into your topic you can make the research and writing of a paper a far more pleasant task. This is not to say that you should lock yourself into a topic and stick with it come what may. Writing a paper, and the research that the paper engenders, is a process that evolves and reacts to continual inquiry and is shaped by those inquiries. Never the less, matching the topic to the requirements of the paper will be time well spent. Above all you must have some base from which to proceed with your research. As was stated earlier, you must know what you are looking for before you can find it.

BIBLIOGRAPHY PROJECT

The purpose of this course is to provide you with the necessary skills to locate materials in the library. The bulk of the resources of the library are in the form of either books or periodicals. In a few weeks you will be asked to locate appropriate books and periodical articles utilizing the skills gained in completing the weekly assignments. You will be required to evaluate the books and periodicals available and choose those that are best suited to your topic. The criteria you will use to evaluate these sources will be spelled out as you progress through the course. Research without evaluating is like eating without digesting; you are just going through the motions without getting any of the benefits. For now, we simply want you to put some thought into your topic for this take home project. Question 25 of this weeks assignment asks you to do just that: come up with a topic and submit it for approval/suggestions by your instructor.

The Bibliography Project is the major practical test of your ability to apply the lessons learned in doing the weekly assignments. It is not enough that you simply do the assignments. You have to understand why they have been assigned and how they relate to the actual research you will be doing in the library. As you do the weekly assignments keep in mind the requirements of the Take-Home Bibliography and, more importantly, the reasons for us having you do those assignments.

Citations

In each of the parts of the Bibliography Project we ask that you locate a particular type of information in a specified format. We then ask that you cite your choice in the appropriate bibliographic form. It is our hope that in this way you will become experienced in the construction of a clear, organized bibliography. Bibliographies are important for several reasons. One of the most important is it enables other people to identify works that may be of value when researching a similar topic. The bibliography in a paper, report, book, or journal article helps to disseminate information, and as such deserves the care and attention we try to enforce.

There is another more profound reason for including a list of the works that you have consulted in a bibliography. That is simply to give credit where credit is due. Failure to do so is plagiarism. Plagiarism is a crime. Plagiarism is the misrepresentation of the thoughts and ideas or literary or artistic work of another as your own. It is the theft of another person's work. The consequences for the plagiarist are severe and can include dismissal from college. A student so dismissed would find it very difficult to gain admission to another college. It is our hope that by requiring you to accurately and consistently cite the sources you use you will get in the habit of it and will thus avoid any problems when later writing papers.

The style manual being followed for assignments in this class is:

Gibaldi, Joseph, and Walter S. Achtert, MLA Handbook for for Writers of Research Papers. 2nd ed. New York: Modern Language Association, 1984.

You may need to refer to this style manual if the examples given in subsequent sections of this booklet do not coincide with the materials you wish to cite. Copies of the MLA Handbook are on sale at the College Store. There are also a limited number of copies available for use at the Reference Desk.

List of Works Cited

There are several different methods for citing direct references in the text of a paper. A widely accepted practice called "parenthetical documentation" combines the functions of the bibliography and footnote into one "List of Works Cited." While a bibliography lists the works consulted in preparing a paper it does not supply the specificity necessary when referring to a particular work in the body of a paper. As the MLA Handbook puts it, "The most practical way to supply this information is to insert brief parenthetical acknowledgments in your paper wherever you incorporate another's words, facts, or ideas" (Gibaldi 136). As this example illustrates, the usual information included in this notation is the author's last name and the page on which the information appeared. By alphabetically arranging the list of sources cited it becomes a simple matter to refer to this list for a complete bibliographic citation for any source referred to in the paper.

The question of what should be included in this list sometimes is confusing. You must document not only the sources from which you draw direct quotations, but also any sources from which you draw ideas. Simply put, anything that you discover in the course of your research and incorporate in your paper has to be documented.

Other Styles

There are numerous style manuals, any of which could be required by your instructor. When assigned a paper it is to your advantage to know specifically what style manual your instructor prefers. Regardless of the format to be followed all citations contain three basic elements: Author, Title and Publishing information. Within any given style differences occur because of three factors: The presence or absence of one or more elements (i.e., no author, a translator; etc.); the differences in the types of material cited (i.e., book, periodical, government document, etc.) and, for those styles still using footnotes, whether the citation is in bibliography or footnote form.

Subsequent sections of this booklet will discuss the specifics of citing books and periodicals.

POINT TO REMEMBER

1. Search Strategy is an organized method of retrieving the information you need.

2. Before you can locate information you have to have a clear idea of what you need.

3. The type and length of paper will influence the type and amount of information you will need.

4. The reserve reading "Shaping a Topic" will discuss in detail topic formation.

5. The Take Home Bibliography test is designed to get you to use the skills gained through doing the weekly assignments.

6. Proper citation of all materials used is required to avoid charges of plagiarism and to aid the dissemination of information.

Works Cited

Gibaldi, Joseph, and Walter S. Achtert, MLA Handbook for for Writers of Research Papers. 2nd ed. New York: Modern Language Association, 1984.

UNIT FOUR
BOOKS AND CATALOGS

With approximately 260,000 volumes, the main circulating collection of Feinberg Library is a large, complex resource that can provide a wealth of information. This unit and the next will describe the major access devices used with the main circulating collection.

At the beginning of the course we discussed the need for an organizational system to facilitate use of the library collection. The Library of Congress classification system is used at Feinberg. We have demonstrated that browsing using the LC classification system is possible. Obviously though, browsing is not going to be a satisfactory method when you have a collection of over a quarter of a million pieces. There has to be a better way and there is.

A library's holdings are usually indexed in some way so that people can get the information they need quickly and easily. This indexing could be in the form of a book, a microfilm or fiche index, or even in computerized format. Most library holdings, however, are indexed using cards. Each card in the card catalog represents a book and, because there are several different ways in which a person could look for a book, each book will usually be represented by several cards.

The most common ways to look for a book are by author, title or subject heading. Nearly all of the books in the library are represented by cards which provide access by each of these commonly used methods. Some libraries will have author, title and subject cards interfiled in what is called a "dictionary catalog". At Feinberg Library we have a "divided catalog" where Author and Title cards are filed in one catalog and the Subject cards are filed together in another.

What's on a card

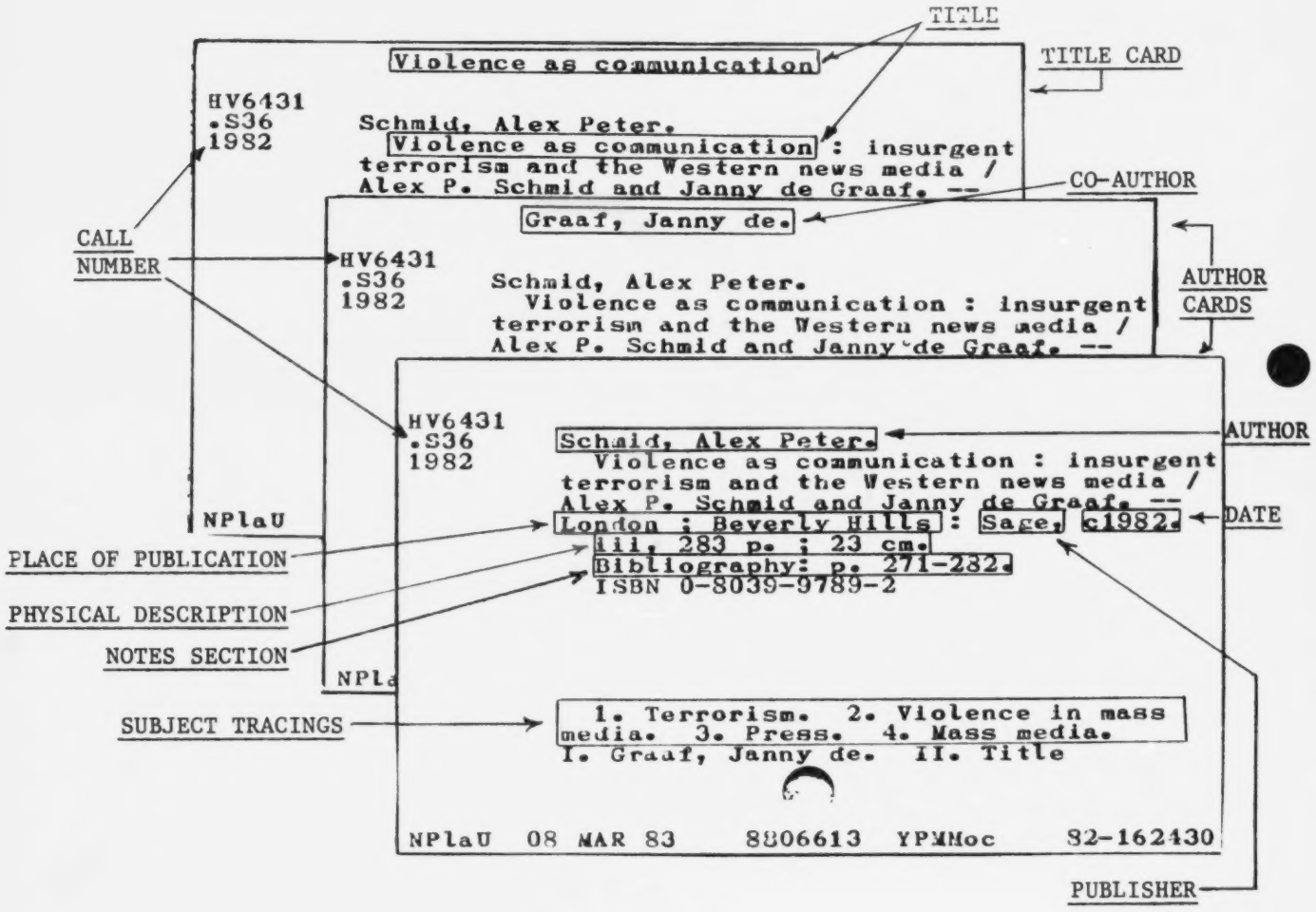
Regardless of which catalog you are using, the material on the card itself will be basically the same. The heading on the card is what is different from catalog to catalog. See Figure 4-1 for samples of Author and Title cards.

The information on a card, when intelligently used, can be helpful in evaluating the book the card represents. When evaluating a book, the date of publication is important for most research topics, though certainly not for all. The presence or absence of a bibliography or index may also help you decide if the particular book is worth pursuing. Perhaps the most useful area on a catalog card for evaluating the book is the "tracings" section at the bottom of the card. In the tracings area you will find a list of those subject headings that were originally assigned to the book that the card represents. These subject headings describe the content of the book and can be very helpful when trying to locate books on a particular topic. In some cases the tracings can be used to suggest other subject headings under which you may find materials related to your

FIGURE 4 - 1

CATALOG CARDS FROM THE AUTHOR/TITLE CATALOG

This is the set of cards that would be found in our Author/Title Catalog for this book. Note that the information on the cards is the same on each except for the first elements, by which the cards are filed.


TITLE
Violence as communication
TITLE CARD
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media / Alex P. Schmid and Janny de Graaf. --
CO-AUTHOR
Graaf, Janny de.
CALL NUMBER
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media / Alex P. Schmid and Janny de Graaf. --
AUTHOR CARDS
HV6431
.S36
1982
Schmid, Alex Peter.
AUTHOR
Violence as communication : insurgent terrorism and the Western news media / Alex P. Schmid and Janny de Graaf. --
NPlaU
London ; Beverly Hills : Sage, c1982.
DATE
PLACE OF PUBLICATION
xii, 283 p. ; 23 cm.
PHYSICAL DESCRIPTION
Bibliography: p. 271-282.
ISBN 0-8039-9789-2
NOTES SECTION
SUBJECT TRACINGS
1. Terrorism. 2. Violence in mass media. 3. Press. 4. Mass media.
I. Graaf, Janny de. II. Title
NPlaU 08 MAR 83 8806613 YPMMoc 82-162430
PUBLISHER

topic. One thing to keep in mind is that as subject headings change, and they do change frequently, the affected subject headings will be changed in the card catalog. These changes will not be noted in the tracings section of each individual card. We will talk further about subject headings shortly.

Choosing a catalog

In addition to knowing how to read the information on a catalog card, you also have to know in which catalog to look. There is a very simple rule of thumb that will get you into the correct catalog. We call it the BY/ABOUT rule. If you want a book BY Barbara Tuchman, or any author, use the Author/Title catalog. If you are looking for a book that goes BY the title of The Mismeasure of Man, or any title use the Author/Title catalog.
If you are looking for information ABOUT the Olympic movement or ABOUT John Updike or any other subject use the Subject catalog. That's all there is to it: BY - Author/Title; ABOUT - Subject.

Author/Title Catalog

The Author/Title catalog is used when you have specific sources to look for. A very common mistake is to use the Subject catalog when you don't have to. By all means use the Author/Title catalog when you have the appropriate information. The Author/Title catalog is easier to use than the Subject catalog, especially when you are familiar with the filing rules.

Filing Rules

An explanation of filing rules follows. These rules can be confusing, but it is important that you try to understand them. Look at the examples provided and if you have any questions bring them to class.

Basic rules

Two basic filing principles are common to the card catalogs of many libraries and are observed in Feinberg Library's card catalog. One, initial articles in any language (a, an, the, in English) are ignored. Two, entries are filed by the word-by-word system of filing that considers the space between words. In the examples shown, entries filed word-by-word are shown beside entries filed letter-by-letter, a system used in many reference sources.

WORD-BY-WORD	LETTER-BY-LETTER
New York	Newark
New York Times	New York
New Yorker	New Yorker
Newark	New York Times

Additional rules for the Author/Title Catalog

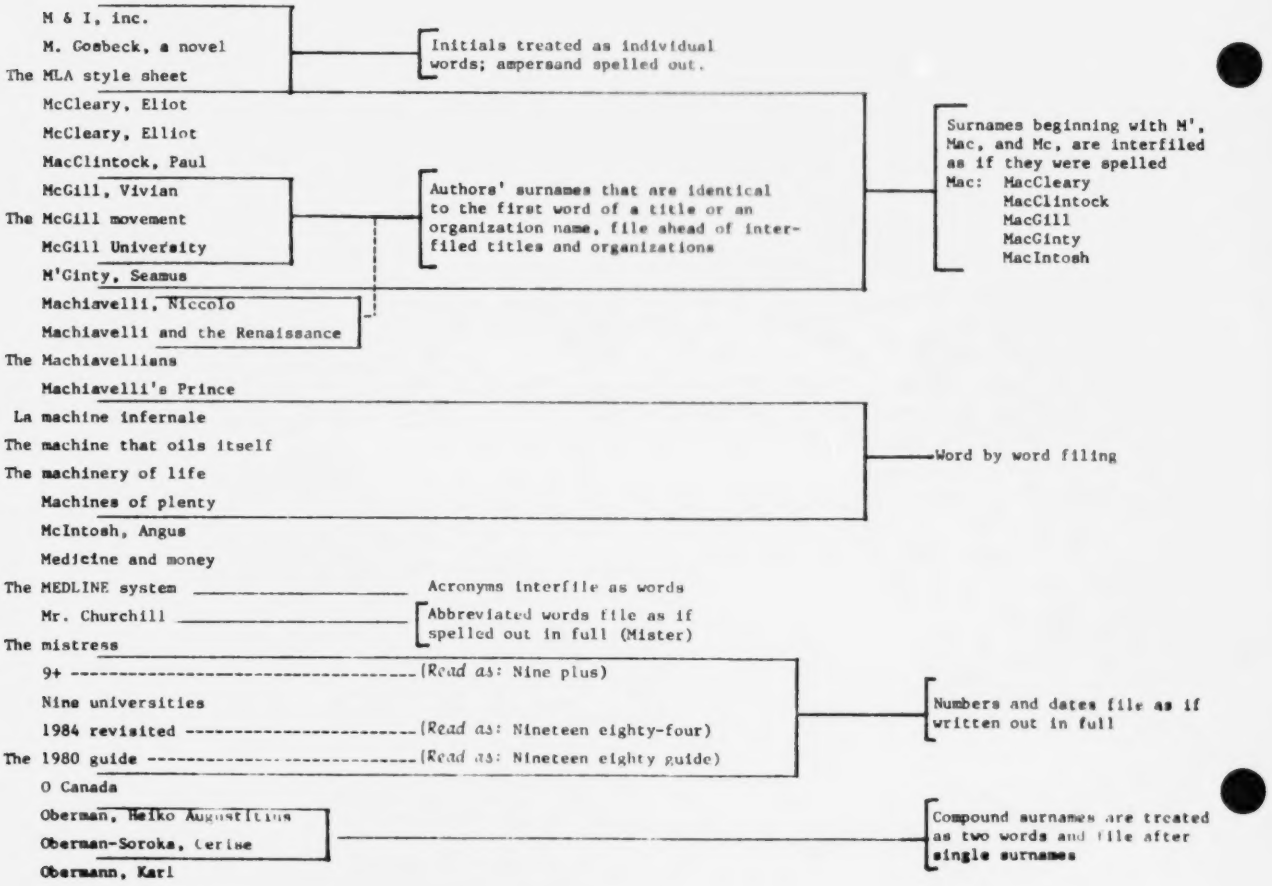
1. The surname prefixes Mac, Mc, and M' are interfiled as if they were all spelled Mac.

2. Numbers and abbreviated words are filed as they would be written and spoken in the language of the entry. Exceptions are Ms & Mrs.

3. Abbreviations that consist of initials are filed ahead of all other entries beginning with the same first letter, as if each letter in the abbreviation were a separate word.

4. Acronyms (initial abbreviations that are usually written and spoken as words, for example, FORTRAN) are filed as if they were words.

5. Authors' surnames that are identical to the first word of a title or the name of an organization are filed ahead of interfiled title and organization entries.


M & I, inc.
M. Gosbeck, a novel
The MLA style sheet
Initials treated as individual words; ampersand spelled out.
McCleary, Eliot
McCleary, Elliot
MacClintock, Paul
McGill, Vivian
The McGill movement
McGill University
M'Ginty, Seamus
Authors' surnames that are identical to the first word of a title or an organization name, file ahead of interfiled titles and organizations
Surnames beginning with M', Mac, and Mc, are interfiled as if they were spelled Mac: MacCleary MacClintock MacGill MacGinty MacIntosh
Machiavelli, Niccolo
Machiavelli and the Renaissance
The Machiavellians
Machiavelli's Prince
La machine infernale
The machine that oils itself
The machinery of life
Machines of plenty
McIntosh, Angus
Medicine and money
Word by word filing
The MEDLINE system
Acronyms interfile as words
Mr. Churchill
The mistress
Abbreviated words file as if spelled out in full (Mister)
9+ (Read as: Nine plus)
Nine universities
1984 revisited (Read as: Nineteen eighty-four)
The 1980 guide (Read as: Nineteen eighty guide)
Numbers and dates file as if written out in full
O Canada
Oberman, Heiko Augustinus
Oberman-Soroka, Cerise
Obermann, Karl
Compound surnames are treated as two words and file after single surnames

Subject Catalog

Quite frequently when searching for material in books you won't necessarily have a particular author or title in mind and will want to locate materials by subject. If you want material about a subject you use the Subject Catalog.

As we said the cards in the different catalogs contain the same information. It is only the headings by which these cards are arranged that differs. See Figure 4-2 for a look at cards from the Subject Catalog. As the name implies the cards in the Subject Catalog are arranged by subject heading. Knowing what subject heading to use is the major difficulty associated with using the Subject Catalog. This is a fairly easy problem to solve once you know how subject headings are derived and where specific, acceptable subject headings are listed.

Library of Congress Subject Headings

Do you know what the difference is between a frappe, a frosted, a cabinet and a milk shake? Actually, very little, except where the ice cream concoction is made. Frappe, frosted, cabinet and milk shake are synonyms for the same item. Suppose now that a librarian from Rhode Island (where shakes are commonly called cabinets) was assigning a subject heading to a book on milk shakes. If that librarian uses the word cabinet as the only subject heading for that book, people from the other 49 states would probably never find it. To avoid such problems a list of subject headings that will be used consistently from library to library, state to state is used. That list is the Library of Congress Subject Headings (LCSH). The LCSH provides what is known as a controlled vocabulary. Controlled vocabularies are used in almost all situations where materials are being described to ensure consistency and to facilitate retrieval.

When you initiate research in the Subject Catalog, there are basically two things you can do. You could dive right in to the Subject Catalog using the terms and phrases that you think will be used as subject headings. You may have found these terms while using introductory type sources. If you choose this route three things could happen. One, you'll find the materials you desire. Two, you'll find a card that tells you to look under a different subject heading for the information you want. Three, you won't find anything. If either of the first two occur you can consider yourself fortunate and may find all the material you need. An alternate first step might prove to be better than letting luck play such a large role in your research.

If you choose instead to look in the LCSH before you go to the card catalog you might find a way to improve your search possibilities. In addition to providing you with the approved subject headings for a given topic the LCSH also can suggest to you more narrow or broader subject headings that can be helpful when you modify or refine your topic. It does this through the use of cross-references and subdivisions. Brief explanations of these two devices follow. Look at Figure 4-3 for further examples.

FIGURE 4 - 2

CATALOG CARDS FROM THE SUBJECT CATALOG

This is the set of catalog cards for this book. Again, note that the information is the same on each card accept for the headings by which they are filed. Note also that Subject Headings are typed either in Red or all CAPITAL LETTERS.

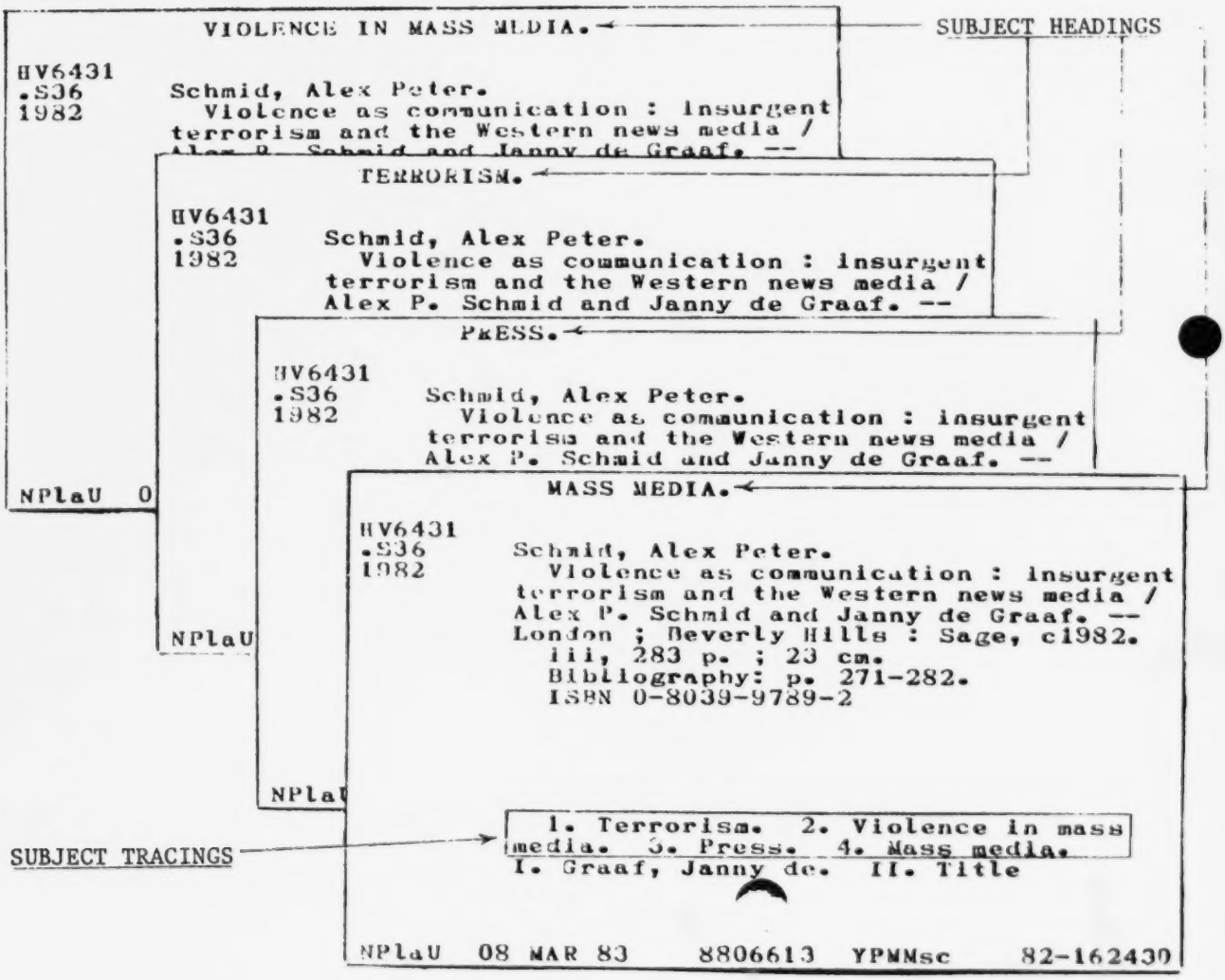

VIOLENCE IN MASS MEDIA.
SUBJECT HEADINGS
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media /
TERRORISM.
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media /
Alex P. Schmid and Janny de Graaf. --
PRESS.
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media /
Alex P. Schmid and Janny de Graaf. --
NPlaU 0
MASS MEDIA.
HV6431
.S36
1982
Schmid, Alex Peter.
Violence as communication : insurgent terrorism and the Western news media /
Alex P. Schmid and Janny de Graaf. --
London ; Beverly Hills : Sage, c1982.
iii, 283 p. ; 23 cm.
Bibliography: p. 271-282.
ISBN 0-8039-9789-2
NPlaU
NPlaU
SUBJECT TRACINGS
1. Terrorism. 2. Violence in mass media. 3. Press. 4. Mass media.
I. Graaf, Janny de. II. Title
NPlaU 08 MAR 83 8806613 YPMMsc 82-162430

FIGURE 4 - 3

LIBRARY OF CONGRESS SUBJECT HEADINGS (LCSH)

Poisoning (May Subd Geog)
[HV6549-HV6555 (Criminology)]
[RA1190-RA1270 (Toxicology)]
UF Toxicoses ← Unacceptable Term
BT Assault and battery
Criminal law
Forensic toxicology
Homicide
Murder
Toxicological emergencies
(Broader Terms Related to "Poisoning")
Generally Related Term → RT Toxicology
See Also These Related Terms → SA subdivision Toxicology under individual substances, e.g. Copper--Toxicology
NT Arsenic poisoning
Food poisoning
Lead-poisoning
Mycotoxicoses
Paralytic shellfish poisoning
Poisoners
Self-poisoning
Toxic hepatitis
Toxic psychoses
Trials (Poisoning)
(Narrower Terms Related to "Poisoning")

Poisoning, Accidental (May Subd Geog)
BT Accidents
Toxicology
RT Poison control centers
--Prevention
Use This Term → USE Poisons--Safety measures
NOT "Poisoning, Accidental -- Prevention"

Cross References

In the LCSH cross-references take six forms. The first two cross-references deal with valid and invalid subject headings.

USE - Guides you from an incorrect subject heading to the correct form (i.e., Employees, Recruiting of
USE Recruiting of Employees)

UF - Used for (i.e., Recruiting of employees
UF Employees, Recruiting of)

The following four cross-references suggest other valid subject headings that are related in the way described to the original subject headings.

BT - Broader Term (i.e., Recruiting of Employees
BT Personnel Management)

NT - Narrower Term (i.e., Recruiting of Employees
NT Civil Service-Recruiting)

RT - Related Term (i.e., Recruiting of Employees
RT Employee Selection)

SA - See Also (i.e., Recruiting of Employees
SA subdivision Recruiting under names of professions e.g., Librarians--Recruiting

Subdivisions

Subdivisions perform the same service for subject headings that adjectives perform for nouns. For example, if somebody is trying to tell you about a car and all they say is that it's a car, you won't have much of an idea what they are talking about. If, however, they tell you it's a 1985 red, four-door, Swedish, sedan you'll be able to draw a much better picture in your mind of what that car really looks like. That is what the various subdivisions can do for a subject heading. The subject heading Economics won't tell you much about a particular book. Economics-United States-History-19th Century-Bibliography tells you much more clearly what that particular book is about. The four different types of subdivisions, when combined with a subject heading, modify it so that the subject heading more specifically describes the content of the book it represents. The four different subdivisions are:

Form: Describes the type of book (bibliography, dictionary, etc.)

Topic: Describes the particular aspect of a subject heading book might deal with (i.e., History, Psychology, etc.)

Location or Geographic: Describes the area being discussed in the book (i.e., United States, Great Britain, New York State, etc.)

Time Period: Denotes the period of time covered in the book (i.e., 19th Century, Renaissance 1450-1600, etc.

When using these subdivisions remember that they relate to a particular subject heading. In order to look for the subject heading in the card catalog you must use the whole string (i.e., Economics-United States-History, etc.) not just a component of it.

For our purposes it is fair to say that the LCSH exists simply to guide us in the selection of subject headings to use in the Card Catalog. In order to do that you must know how the LCSH relates to the Subject Card catalog. When a librarian assigns a subject heading to a book he/she is using the LCSH list just as you do when you are looking for subject headings to use in the Subject Catalog. The Subject Card Catalog is an extension of the LCSH. It is all one system designed to assist you in locating information. There are, however, some differences between the two.

First, not all of the subject headings authorized in the LCSH will be used in the Subject Catalog. For example "Cookery for Diabetics" is an acceptable subject heading, but if we don't have any books on cookery for diabetics that subject heading won't be found in the Catalog.

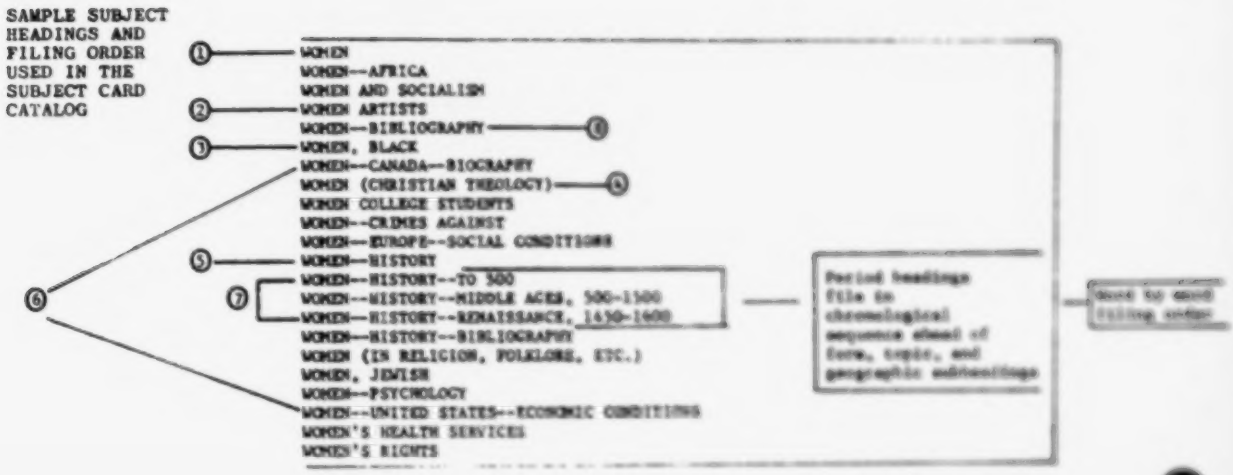
Second, some subject headings that appear in our catalog won't be found in the LCSH. Proper names are not usually found in LCSH but can be used as acceptable subject headings. "Plattsburgh (N.Y.)" is a frequently used subject heading in our catalog but obviously the names of all the towns in the country couldn't possibly be listed in the LCSH.

Third, the filing rules are somewhat different between the two. The filing rules we use in the Subject Catalog catalog are pretty straightforward and examples are given in this booklet. LCSH arranges their subject headings this way. Words first (e.g., Chickens), qualifiers to that word (Chickens-Breeding or Chickens, Frozen), then the word used in a phrase (Chickens (in religion, folklore, etc.) or Chickens as laboratory animals). An example of the differences in filing systems follows. Questions about filing rules (and you will have some) will be answered in class.

Feinberg Subject Catalog	LCSH Microfiche
Women	Women
Women air pilots	--Crimes against
Women--Crimes against	--Services for
Women, Deaf	Women, Deaf
Women in horse racing	Women, Quaker
Women (International law)	Women (International law)
Women, Quaker	Women air pilots
Women--Services for.	Women in horse racing.

FIGURE 4-4

FILING RULES: SUBJECT CARD CATALOG



TYPES OF SUBJECT HEADINGS USED IN THE SUBJECT CARD CATALOG

The subject headings used in the Subject Card Catalog may consist of a single word -①-, or phrase -②-; may be inverted -③-; may be qualified by a parenthetical modifier -④-; and may be combined with subheadings that further specify the scope of the work represented by: topic -⑤-, place -⑥-, time period -⑦-, or form of work -⑧-.

Another difference between the LCSH and the Subject Catalog is the type of cross-reference system used. The cross-references used in the LCSH have been explained earlier. In the Subject Catalog only two types of cross-reference will be found. The "See" reference directs you from an incorrect subject heading to the correct subject heading. It is analogous to the "USE" reference found in the LCSH. The other cross-reference you'll find is "See Also". This reference directs you to other valid subject headings that are related in some way to the subject heading you looked up. It is analogous to the BT, NT, RT, and SA references found in the LCSH.

CITING BOOKS

Books remain the most handy and accessible means of transmitting large amounts of information. A search for extensive information usually involves the identification of books in addition to current periodical articles. The variety of book sources often makes the process of bibliographic citation complex and tedious. It is usually necessary to refer to a style manual that covers the citation formats for the many types of books and authorships that are possible (three or more authors, various editions, multivolume sets, translations, etc.) The models below are from the MLA Handbook and illustrate some of the most common type of book citations.

Book citations generally include:
1. Author's complete name (or editor's or compiler's)
2. Complete title of the work
3. Facts of publications: place, publisher, date

EXAMPLES

A. A book by a single author:
Clark, Kenneth. What Is a Masterpiece? London: Thames, 1979.

B. A book with editor as author:
Gunn, Giles, ed. Literature and Religion. New York: Harper, 1971.

C. A book by two or more persons:
Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs: Prentice, 1965.

Bondanella, Peter, and Julia Conaway Bondanella, eds. Dictionary of Italian Literature. Westport: Greenwood, 1979.

E. An anonymous book:
Dictionary of Ancient Greek Civilization. London:
Methuen, 1966.

NOTE: You may need to refer to the MLA Handbook if the examples in this citation handout do not fit the materials you have chosen. See Section 4.5, and combine types of citations if necessary to completely cite your book.

POINTS TO REMEMBER:

1. The Card Catalog is the primary means of accessing the main circulating collection.

2. Feinberg Library has a divided catalog, Author/Title on one side, Subject on the other.

3. Except for the heading, under which the cards are filed, the various cards which represent a book in the card catalog are the same.

4. By using the information on a card some rudimentary judgment can be made about the book the card represents.

5. The changes made in the Subject catalog headings will not be made in the tracings section of a card.

6. The BY/ABOUT rule can tell you which card catalog to look in: BY - Author/Title; ABOUT - Subject.

7. It is useful to know the filing rules as they will govern the location of the cards in a catalog.

8. When seeking material about a subject use the Subject Catalog.

9. Cards in both the Author/Title and Subject Catalogs contain the same information. Only the headings under which they are filed change.

10. The Library of Congress Subject Headings (LCSH) is the key to the Subject Catalog.

11. The LCSH establishes a controlled vocabulary for use in card catalogs.

12. Cross-references guide you to other subject headings that may be valuable to your research.

13. Subject headings can be modified by any of the four types of subdivisions.

14. Not all of the subject headings in LCSH will be found in the Subject Catalog.

15. Not all of the subject headings in the Subject Catalog will be found in LCSH.

16. LCSH and Feinberg's Subject Catalog use different filing systems.

UNIT FIVE
PERIODICALS AND INDEXES

Periodical literature consists of information from all branches of knowledge. It is presented in formats ranging from daily newspapers to twice yearly volumes, and includes articles ranging in size from single paragraphs to lengthy treatise. To use a library effectively you must be aware of and know how to use periodical literature.

Periodical literature primarily consists of articles published in magazines, journals, and newspapers. Since magazines and journals are the most important of these resources we will discuss them first and treat newspapers later.

Magazines are those weekly, bi-weekly, or monthly publications that are intended for a general readership. The articles found therein are usually fairly short, cover a wide variety of topics in each issue, are written by reporters that appear issue after issue in the publication, and are written with the general public in mind. Footnotes and bibliographics are rare and the information contained in these articles is sometimes not the most authoritative treatment of a subject. Magazines are, however, quite good for articles on world and domestic affairs, and can also provide information on very current topics.

Journals are the primary medium for scholarly publishing. Articles in journals are usually longer than those found in magazines and will almost always include extensive footnotes and bibliographies. Journals are targeted at a specific audience, (doctors, anthropologists, etc.) As such the articles in any given journal will cover the developments in that particular field. These articles will be written by a changing cast of authors from issue to issue and these authors will either be recognized experts in a field of study or those who would like to be recognized as having some expertise. Because of this, the writing style tends to be somewhat technical and frequently assumes some prior knowledge of the field on the part of the reader.

There is also a fairly large grey area of periodical publishing that produces material that falls somewhere between the general readership magazines and scholarly journals. These "jourgazines" frequently publish feature articles that are quite scholarly which will meet all of the criteria of a journal article. If you are unsure whether a publication is considered a journal or not, ask the professor who assigned the paper or report.

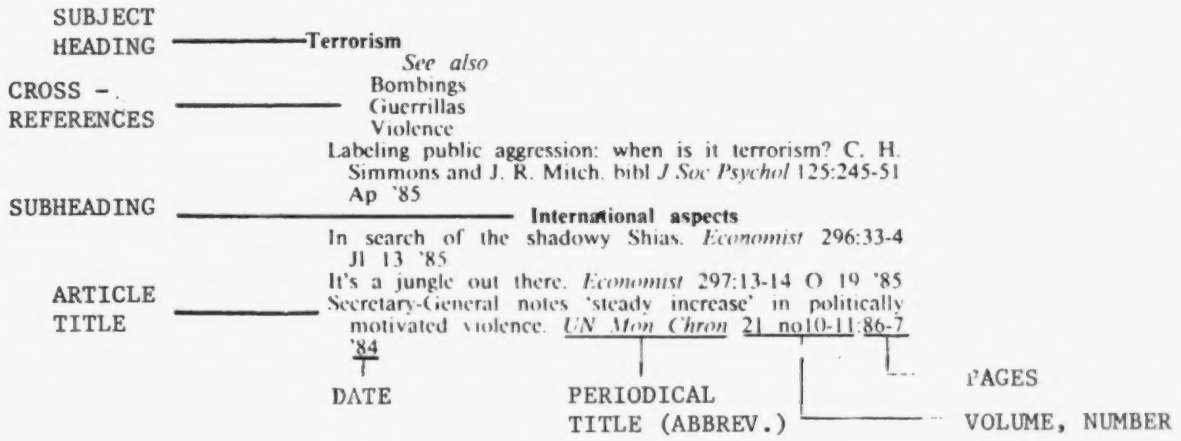
When researching a topic for a paper or report your choice of materials may depend to a great extent on the requirements of the class for which the paper or report is being prepared.

Articles in magazines are probably fine for a paper in a 100 or 200 level class. It is doubtful, however, that you would want to use magazines for a major term paper in a

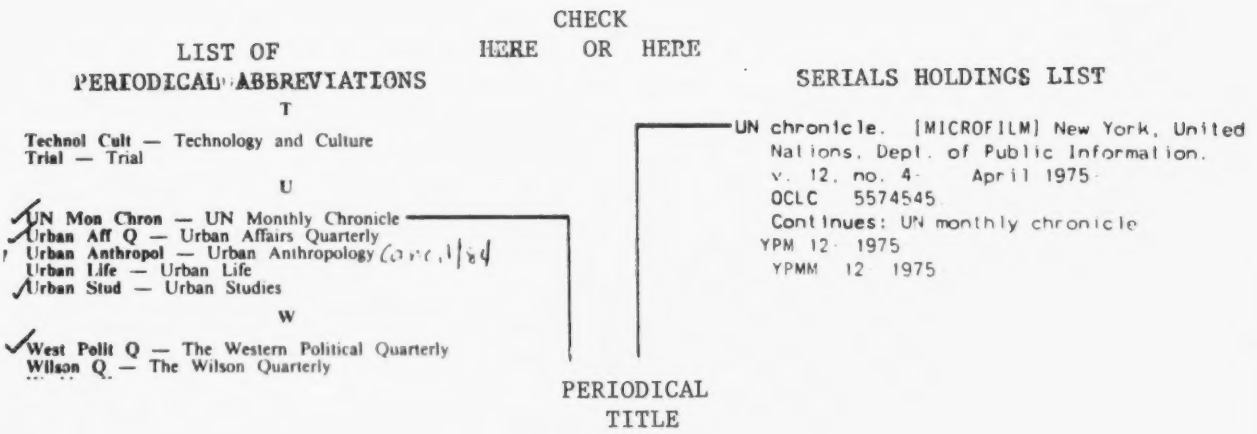
FIGURE 5-1

HOW AN INDEX WORKS

EXCERPT FROM SOCIAL SCIENCES INDEX


SUBJECT HEADING
Terrorism
See also
CROSS - REFERENCES
Bombings
Guerrillas
Violence
Labeling public aggression: when is it terrorism? C. H. Simmons and J. R. Mitch. bibl J Soc Psychol 125:245-51 Ap '85
SUBHEADING
International aspects
In search of the shadowy Shias. Economist 296:33-4 Jl 13 '85
It's a jungle out there. Economist 297:13-14 O 19 '85
ARTICLE TITLE
Secretary-General notes 'steady increase' in politically motivated violence. UN Mon Chron 21 no10-11:86-7 '84
DATE
PERIODICAL TITLE (ABBREV.)
PAGES
VOLUME, NUMBER

DOES FEINBERG LIBRARY OWN THE ARTICLE ?


CHECK HERE OR HERE
LIST OF PERIODICAL ABBREVIATIONS
T
Technol Cult — Technology and Culture
Trial — Trial
U
UN Mon Chron — UN Monthly Chronicle
Urban Aff Q — Urban Affairs Quarterly
Urban Anthropol — Urban Anthropology
Urban Life — Urban Life
Urban Stud — Urban Studies
W
West Polit Q — The Western Political Quarterly
Wilson Q — The Wilson Quarterly
PERIODICAL TITLE
SERIALS HOLDINGS LIST
UN chronicle. [MICROFILM] New York, United Nations, Dept. of Public Information.
v. 12, no. 4- April 1975
OCLC 5574545
Continues: UN monthly chronicle
YPM 12 1975
YPMM 12 1975

senior seminar. The articles found in journals are regarded more highly because they are written by recognized scholars. It is to your advantage to use journals whenever possible.

Regardless of whether an article is published in a journal or a magazine, it should be recognized that periodical literature has inherent advantages over other types of publishing. One is timeliness. A journal or magazine that comes out as many as 52 times a year can naturally cover recent developments far more easily than a book that may take weeks or even years to publish. Another related advantage is that the bibliographies produced for journal articles will be more up to date than those found in books.

A further point in favor of using journal literature is specificity. Many topics that are unsuitable for book publishing are excellently covered in a journal article. Clearly, periodical literature is a valuable resource that should not be overlooked. The question now is how to get at it.

Indexing and Abstracting services

The two primary means for locating specific articles in magazines and journals are indexing and abstracting services (sometimes simply called abstracts). These two resources perform essentially the same function but do it in slightly different ways.

Indexing Services

Indexing services provide access to periodical literature in much the same way an index in a book leads you to specific sections of that book. Generally, an indexing service will list the articles published in a number of journals and/or magazines, primarily by subject. There are indexing services that range from the most general coverage of popular magazines (i.e., READER'S GUIDE TO PERIODICAL LITERATURE) to highly complex, detailed indexes of a specific field of study (i.e., INDEX MEDICUS).

The entry or citation, located by using a subject heading (and frequently, subdivisions), will tell you in what journal or magazine the article was published, when the issue appeared, and the length of the article. An index will not, however, tell you very much about the article. See Figure 5-1 for an example of an index entry.

Abstracting Services

An abstracting service does everything that an index does and more. In addition to providing all the information you require to locate a periodical article, an abstracting service will supply you with a condensation of the article, called an abstract. An abstract summarizes the article and tells you the basic conclusions reached by the authors, the methodology of the research or experiment from which these conclusions were drawn, and any other important factors that influenced the author or authors. Obviously, the presence of an abstract makes for a much more informed decision on whether or not you want to track down the article.

FIGURE 5-2
HOW AN ABSTRACTING TOOL WORKS

INDEX SECTION (BY SUBJECT)

Territory/Territories/Territorial/Territoriality
Chicano gangs, East Los Angeles (California), territoriality/residency; participant observation, fieldwork, interviews; N8671
Terror/Terrorism
terrorism support, Italy; intellectual elitism tradition; N8765
terrorism, social dynamics; N7911
terrorism, sociopsychiatric interpretation; N7841

SUBJECT HEADINGS

ABSTRACT NUMBER

ABSTRACT SECTION (BY NUMBER)

84N7841
Ferracuti, Franco (U Rome, 00100 Italy), **A Sociopsychiatric Interpretation of Terrorism,** ◆UM *The Annals of the American Academy of Political and Social Science,* 1982, 463, Sept, 129-140.
¶ Definitions of terrorism are imprecise, units of analysis not uniform, & existing typologies merely descriptive. An attempt to develop an interdisciplinary theory of terrorism is presented, seeking to improve the forecasting of terrorist events. In a review of psychiatric & sociological explanations of terrorism, four theories are briefly criticized: (1) frustration-aggression; (2) imbalance in the social system; (3) J. M. Olson's rational choice (*The Logic of Collective Action*, revised edition, New York: Schocken Books, 1971); & (4) Marxist theory. A subcultural approach is offered, that would allow consideration of group & individual factors & permit some valid policy choices. Modified HA

I. EXAMPLE FROM SOCIOLOGICAL ABSTRACTS

INDEX SECTION (BY SUBJECT)

Terrorism
consultation to law enforcement personnel on terrorism, behavioral scientists, 2148
ethics in terrorist or hostage situation, mental health professionals, 2332
role of psychology in investigation & control of terrorism, 26246

SUBJECT HEADING

ABSTRACT NUMBER

ABSTRACT SECTION (BY NUMBER)

26246. **Wardlaw, Grant.** (Australian Inst of Criminology, Woden) **Psychology and the resolution of terrorist incidents.** *Australian Psychologist,* 1983(Jul), Vol 18(2), 179-190. —Outlines areas in which psychology has, or could have, a significant role in the investigation and control of terrorist activities. It is asserted that current terrorist operations pose a greater potential threat to liberal democracies than their historical forebears did. However, while many of the reasons for this change in terrorist potential are grounded in physical technological innovation and its consequences, long-term or crisis-oriented solutions are rooted in behavioral considerations. Current antiterrorist measures tend to rely on physical technological solutions and are unable to provide useful answers to questions surrounding terrorism: It is vital to assess the contribution that can be made by psychology to the resolution of the problems posed by terrorism. Psychologists as hostage negotiators and other appropriate terrorism-related roles for psychologists are discussed. It is concluded that there should be more appreciation by law enforcement and security experts of the potential contributions of psychology. There should also be more appreciation by psychologists of the practical problems of security personnel. (20 ref) —*Journal abstract.*

II. EXAMPLE FROM PSYCHOLOGICAL ABSTRACTS

Aside from the abstract itself there are some other differences between abstracting and indexing services. First, abstracting services attempt to provide access to the literature of a given field of study regardless of where it is published. This means that an abstracting service might include information on materials published not only in journals but also in such things as government documents, conference proceedings, and even occasionally feature articles in popular magazines. So if you're looking in an abstract for journal articles be sure that is what you have found. Where indexes will primarily have subject and perhaps author indexing contained in one alphabetic listing, abstracting services will usually have several different indexes. Naturally, a separate subject index will be one. Almost all abstracting services will have a separate index for authors. After those two standard types of indexing, the field of study might dictate what other specialized indexes are needed. For example Biological Abstracts includes a "bio-systematic index"; Chemical Abstracts provides a "chemical formula index"; Physics Abstracts has an "elementary particle keyword index", and so on.

All of these indexes in an abstracting service perform the same function, they allow you to use the abstract efficiently and to locate articles that are of interest to you. Generally this means the index will direct you to the abstract of the article under consideration. From there you can decide if you would like to find the article itself. See Figure 5-2 for an example of how an abstracting service is used.

Common sense tells you that if you can use a resource that will tell you what an article is about as well as where it can be found it would be wise to use it. Unfortunately, abstracting services are not available for every topic. Also keep in mind that some abstracting services are published for the use of researchers and scholars in a field of study and might not be easily understood by the average undergraduate. A general rule of thumb is: If an abstracting service is available for your subject area, try it.

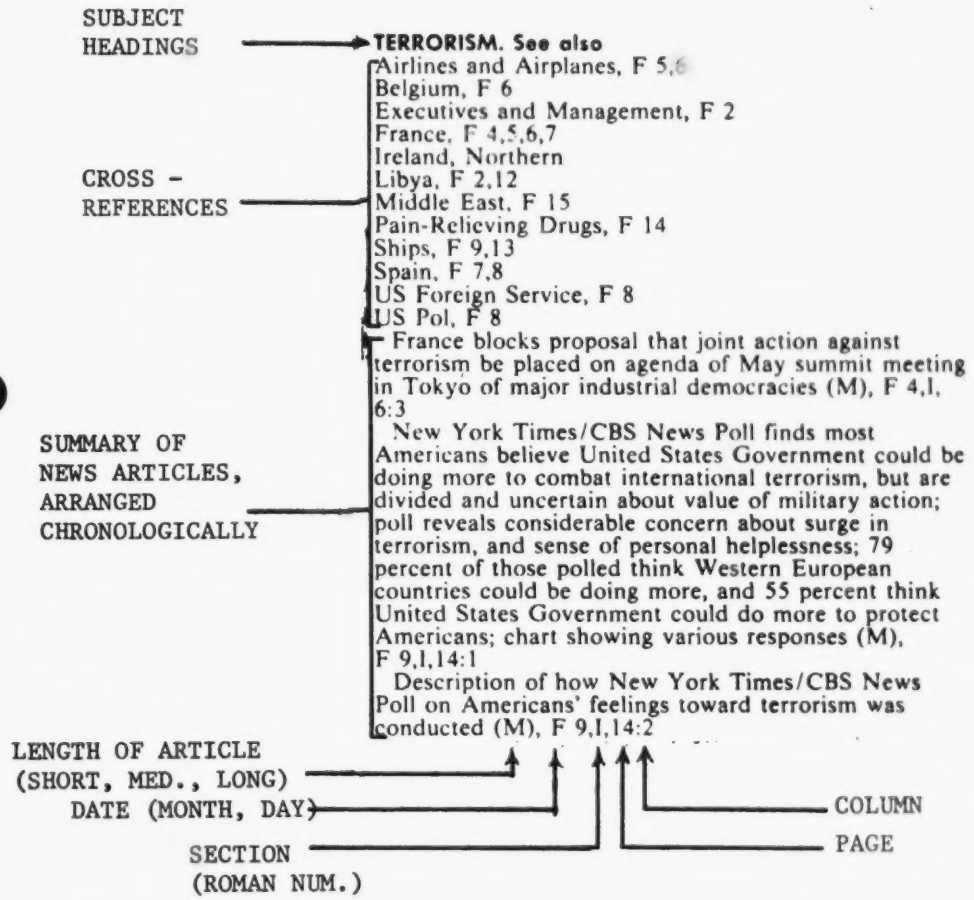
Newspaper Indexes

Aside from journals and magazines the other major type of periodical literature is the newspaper. The indexes that are available for newspapers do have some peculiarities that should be mentioned. Nearly all newspaper indexes are arranged by subject. Under a subject heading you will find a one or two line summary of the article and then the publishing date. You won't find titles as you would in a magazine index because articles in a newspaper have headlines, not titles. Newspapers can be valuable as a source of first-hand, eyewitness reports that can become the basis for further research and investigation. Newspapers also provide a valuable chronological look at the development of a story.

For a look at how a newspaper index works see Figure 5-3 in your booklet.

FIGURE 5-3

THE NEW YORK TIMES INDEX


SUBJECT HEADINGS
TERRORISM. See also
Airlines and Airplanes, F 5,6
Belgium, F 6
Executives and Management, F 2
France, F 4,5,6,7
Ireland, Northern
CROSS - REFERENCES
Libya, F 2,12
Middle East, F 15
Pain-Relieving Drugs, F 14
Ships, F 9,13
Spain, F 7,8
US Foreign Service, F 8
US Pol, F 8
France blocks proposal that joint action against terrorism be placed on agenda of May summit meeting in Tokyo of major industrial democracies (M), F 4,1, 6:3
SUMMARY OF NEWS ARTICLES, ARRANGED CHRONOLOGICALLY
New York Times/CBS News Poll finds most Americans believe United States Government could be doing more to combat international terrorism, but are divided and uncertain about value of military action; poll reveals considerable concern about surge in terrorism, and sense of personal helplessness; 79 percent of those polled think Western European countries could be doing more, and 55 percent think United States Government could do more to protect Americans; chart showing various responses (M), F 9,1,14:1
Description of how New York Times/CBS News Poll on Americans' feelings toward terrorism was conducted (M), F 9,1,14:2
LENGTH OF ARTICLE (SHORT, MED., LONG)
DATE (MONTH, DAY)
SECTION (ROMAN NUM.)
COLUMN
PAGE

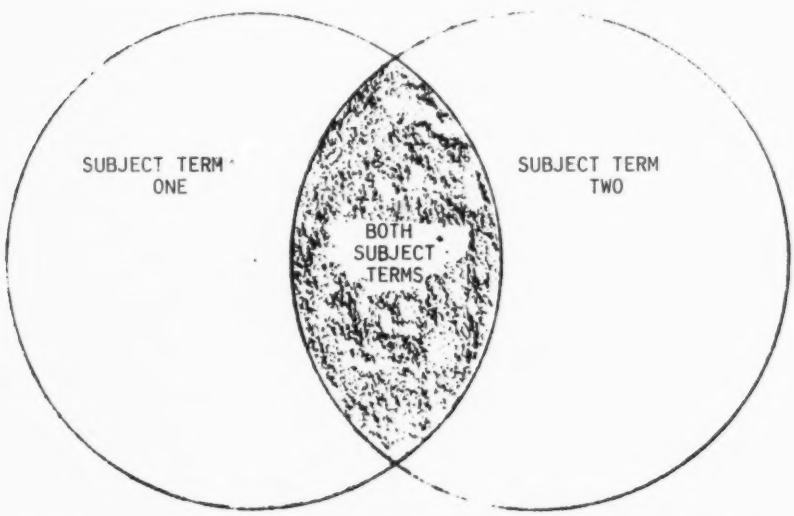
One feature common to virtually all of the various indexes and abstracting services is a section on how to use that index or abstracting service. Usually located in the front of the index or abstracting service, these sections will include an explanation of abbreviations, a description of the format used (detailing the order of the components that make up the citation), a list of the journals and magazines this index covers and the abbreviations used for journal titles. If you have a question about how to use a particular index or abstracting service, check in the front of the volume or look at the table of contents. It will tell you where to look for help.

Automated Searching Systems:

Computers have long been used by librarians to conduct literature searches on difficult and complex topics. Now, recent advances in compact disc (CD) technology allows students to use computer techniques for themselves.

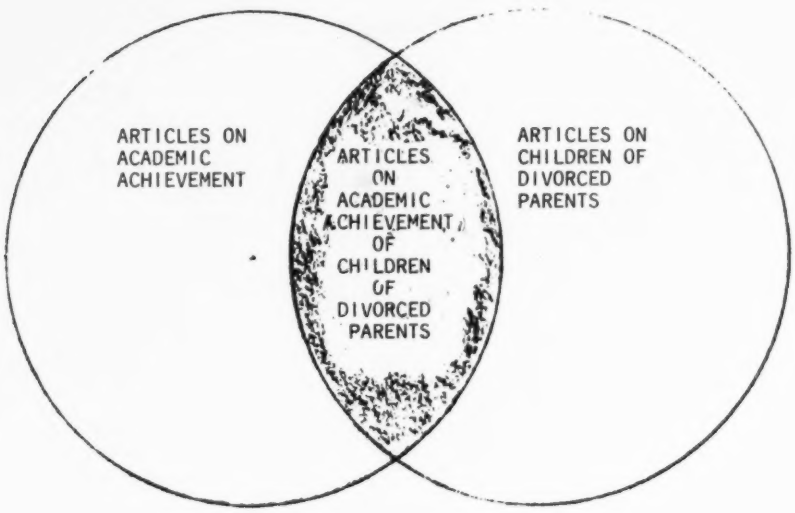
There are several things that you can do to prepare yourself to use these systems. First and foremost you have to understand what a print index to periodical literature is and how it works. This information is covered in the first part of this unit.

You then have to know a little about the advantages the computer offers over manual searching. As has been explained earlier, an article in a periodical is indexed by subject headings that describe the content of the article. When searching manually through a print index you can only search for one index term at a time. Automated searching allows you to use your own words or combine subject terms so that the articles retrieved will be more specifically related to your topic. This is best illustrated this way.



To give you a more practical example, suppose you were researching the academic achievement levels of children of divorced parents. If you were searching a print index you might have to look in two different places under the

concept, academic achievement and also under the concept, children of divorced parents. You would have to scan all the articles under both terms and identify those that deal specifically with your topic. The computer enables you to input the search terms and combine them so that you retrieve only those articles that contain both concepts. This can be illustrated this way:


ARTICLES ON ACADEMIC ACHIEVEMENT
ARTICLES ON ACADEMIC ACHIEVEMENT OF CHILDREN OF DIVORCED PARENTS
ARTICLES ON CHILDREN OF DIVORCED PARENTS

Other advantages of computerized searching include the speed with which a search can be conducted and the inclusion of a number of years in one database. Of course not all systems have all the features described above. One disadvantage is that only a certain number of years can be searched and some search systems require instruction to be used adequately. For further information on automated searching and how to receive instruction ask your LIB101 teacher or a Reference Librarian.

Finding Periodicals in Feinberg

After having used an index or abstracting service to locate periodical articles you must then find out if Feinberg Library owns the issue you want. Periodicals are located on the third level of Feinberg Library. All periodicals are arranged in alphabetical order by title. There are, however, three different areas on the third level that you may have to use to locate the articles you desire. This is because periodicals here at Feinberg will be found in three different formats: unbound, bound, and microform. Virtually all periodicals will first be received in unbound form, just as you might buy them at a newsstand. Unbound periodicals are located inside the Periodicals Room, again in alphabetical order. Only fairly recent editions of a journal or magazine will be unbound in the Periodicals Room. Older issues will either be bound or microfilmed. Bound periodicals are located on the stacks outside of the Periodicals Room (except for "A" through Catholic

Educational Review which will be found in the Periodicals Room). Microfilm and microfiche format periodicals are stored in the black cabinets to the right of the stairway. Viewing of the microforms is done in the microfilm and microfiche rooms. See the floor plan for locations.

Now that you know where they are you still need to know if we have the journal you want and in what format it will be found. For that you use the Kardex, located in the Periodical Room against the glass wall. Alphabetically arranged, the Kardex will: one, tell you if we have the issue you want; and two, tell you in what format the issue you need will be found. A card from the Kardex is reproduced as Figure 5-4.

While you will still need to use the Kardex to determine in what form the periodical you need will be found, there are additional places you can check to quickly determine if we have a periodical. As mentioned earlier most indexes will include a list of the journals that they cover. For your convenience we have checked off those titles that we receive. You will still need to check the Kardex of course, but you will at least know whether or not we own the journal you're interested in. The other method of determining whether or not we own a particular journal is the Serials Holdings list. These yellow, two-volume sets will tell you what issues of a journal we have. Again, you'll still have to check the Kardex for the final word on where you'll physically locate the issues you need.

CITING PERIODICAL ARTICLES

The citation format of periodical articles differs, depending on whether the material is in a magazine, journal, or newspaper. Also, not all the information from the index entry is needed for a citation. Abbreviations are often not used since they confuse rather than clarify. The examples below include only journal articles. Newspaper and magazine article citations may be found in the MLA Handbook.

Periodical citations generally include:

1. Complete name of the author(s) of the article (if named)
2. Complete title of the article
3. Complete title of the periodical
4. Volume or issue number of the periodical
5. Date of the volume or issue of the periodical
6. Pages on which the article appears

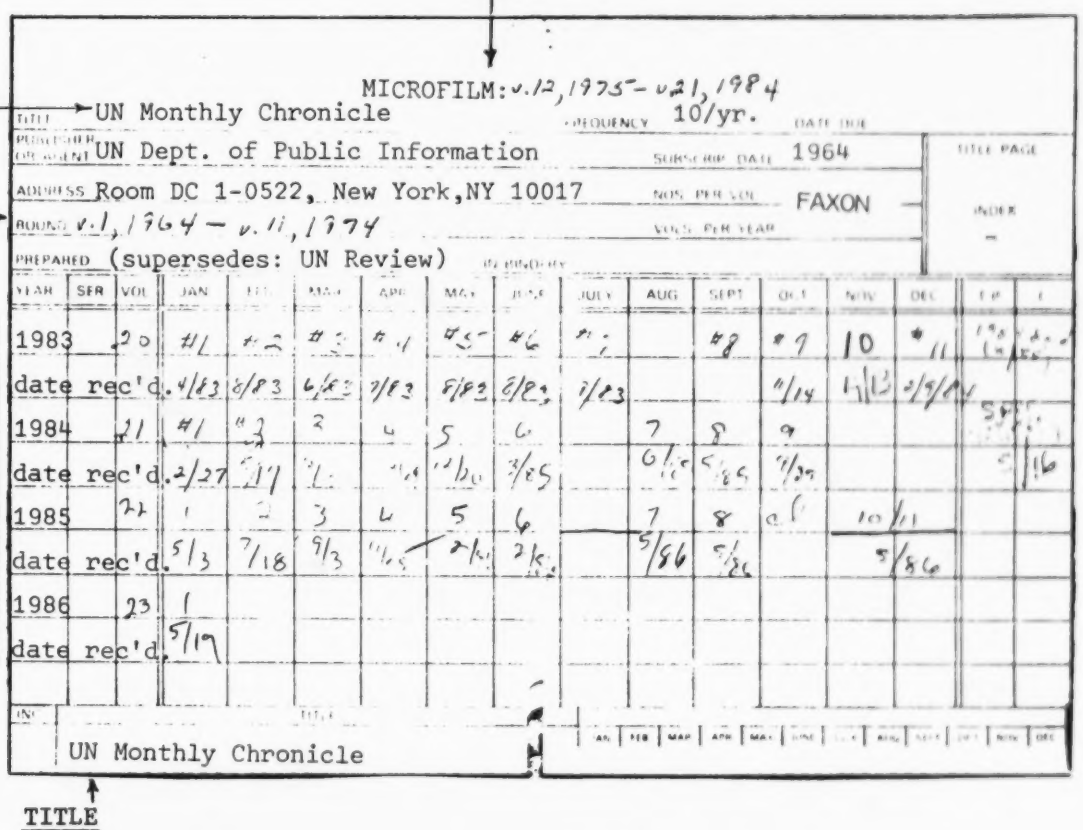
EXAMPLES

A. An article in a journal with continuous pagination:

Spear, Karen. "Building Cognitive Skills in Basic Writers." Teaching English in the Two-Year College 9 (1983): 91-98.

FIGURE 5-4

KARDEX RECORD FOR PERIODICALS


ISSUES IN MICROFORM
MICROFILM: v.12, 1975 - v.21, 1984
TITLE
TITLE → UN Monthly Chronicle
FREQUENCY 10/yr.
PUBLISHER OR AGENT UN Dept. of Public Information
SUBSCRIP. DATE 1964
ADDRESS Room DC 1-0522, New York, NY 10017
NOS. PER VOL. FAXON
BOUND ISSUES → BOUND v.1, 1964 - v.11, 1974
VOLS. PER YEAR
PREPARED (supersedes: UN Review)
YEAR SER VOL JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC
1983 20 #1 #2 #3 #4 #5 #6 #7 #8 #9 10 #11
date rec'd. 4/83 6/83 6/83 7/83 8/83 8/83 9/83 11/14 1/13 2/5/84
1984 21 #1 #2 2 4 5 6 7 8 9
date rec'd. 2/27 5/1 6/85 3/85 6/86 5/85 11/85
1985 22 1 2 3 4 5 6 7 8 10/11
date rec'd. 5/3 7/18 9/3 2/86 2/86 5/86 5/86
1986 23 1
date rec'd. 5/19
CHECK-IN RECORD, SHOWS ISSUES RECEIVED
INDEX TITLE
UN Monthly Chronicle
TITLE

ISSUES LISTED AS RECEIVED AND NOT LISTED AS BOUND OR IN MICROFORM WILL BE FOUND IN UNBOUND FORM

LOCATIONS

CURRENT AND UNBOUND ISSUES
On third level, in Periodicals Room. (NOTE: Some high use titles are kept at Periodicals Information Desk)

BOUND ISSUES
On third level. "A" to Catholic Educational Review in Periodicals Room, continuing on book stacks outside Periodicals Room.

MICROFORM
On third level, at top of stairs

BEST COPY AVAILABLE

B. An article in a journal that pages each issue separately:
Lyon, George Ella. "Contemporary Appalachian Poetry: Sources and Directions." Kentucky Review 2.2 (1981): 3-22.

C. An article from a weekly or biweekly periodical:
Motulsky, Arno G. "Impact of Genetic Manipulation on Society and Medicine." Science 14 Jan. 1983: 135-40.

Note: You may need to refer to the MLA Handbook if the examples in this citation do not fit the materials you have chosen.

BIBLIOGRAPHY PROJECT

The Bibliography Project is designed to test the skills that you should have learned through this course. You are asked to locate five sources on a topic of your choosing. At least one of the sources must be a book and at least one must be a journal article. Your instructor will explain how you will be graded on this assignment. A list of major periodical indexes and abstracts has been provided for your convenience. One important point to remember: THIS IS A TEST OF YOUR SKILLS. DO NOT ASK FOR HELP ON THIS ASSIGNMENT FROM THE REFERENCE DESK. If you have questions ask your instructor.

POINTS TO REMEMBER:

1. Periodical literature can be appropriate for virtually all types of research reports or papers.

2. Indexing and abstracting services provide access to the broad range of knowledge published in periodicals.

3. Indexes will tell you where to find articles in periodicals.

4. Abstracting services tell you where to find articles in periodicals as well as providing a condensed version of the article.

5. Nearly all indexing and abstracting sources will have a section on how to use that resource. Usually, this is found in the first few pages of any volume.

6. Periodicals at Feinberg Library are arranged alphabetically by title for easier retrieval.

7. The Kardex will tell you whether a particular periodical is unbound, bound or on microfilm or fiche.

UNIT SIX
GOVERNMENT DOCUMENTS

Formerly one of the most frequently overlooked and under utilized resources in Feinberg Library is the Government Documents Collection. The materials available in Government Documents are provided by the publishing branches of the U.S. Government, New York State, and the Canadian Government. Frequently, these materials are not available anywhere else and recognizing the value of these resources can be a tremendous asset in the preparation of papers and reports.

Since the federal government itself is interested in this information for legislative purposes and for executive decisions, it is important that it be up to date and represent the most current research. Much of it is primary source material, especially in the area of science research, government activities, and statistics. It is excellent for historical research, for fields in the social sciences, and for research in biology and the physical sciences. Except for the humanities, there are very few areas of research that would not benefit from examining the information produced by the federal government. Certain fields, like business and economics, for example, cannot do without government information (particularly statistics) for their research. Since Congress and the Executive branch rely on this information for decision making, a premium is placed on having a wide range of views represented. Government information is thus often invaluable for a complete picture of an issue and research that ignores this information may be flawed and open to serious question.

While the system used to gain access to these publications is somewhat different than those covered earlier in this course, the basic principles and structure of the organizational system is quite easily understood. Since the documents published by the U.S. Government make up the majority of the materials available in Government Documents we will deal with them first. We will focus on New York State and Canadian Government documents a bit later.

The United States Government is the most prolific publisher in the world. Each year the government publishes thousands of documents. Obviously, so large a resource is worth finding out about. What should first be understood is the way in which most of this material is produced.

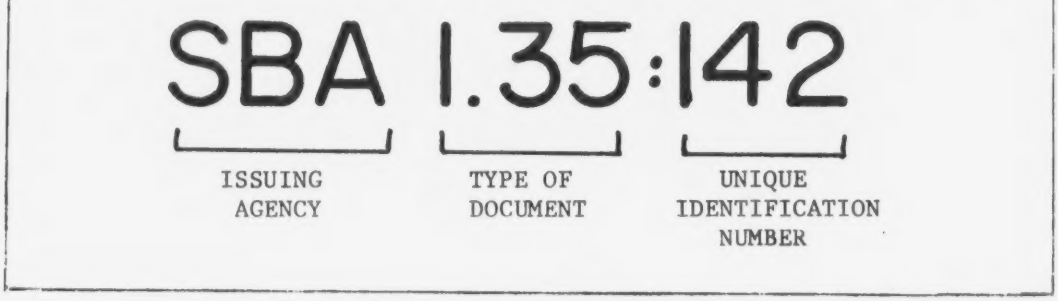
The various agencies, departments, and branches of government are the primary sources of publication. Usually, documents are produced either as a result of information gathered to assist in the formation of a law or act of Congress, as a function of the routine operation of a given agency, or to disseminate the results of research or information gathering of a governmental agency. In any case a particular branch of government or agency will be considered responsible for a document. It is this issuing

agency that forms the basis for the system used to provide access to this mass of material.

In most libraries, U.S. Government documents are arranged by the Superintendent of Documents (SuDocs) classification system. This system differs from the Library of Congress classification system which has been discussed earlier in the course, in that rather than group materials by broad subject area, SuDocs groups material by issuing agency. Thus, all publications produced by the Department of Education will be together, as will those published by the Interior Department, etc. While this limits the ease with which you might be able to browse through the collection it might provide you with some idea of the focus of a document.

In spite of the difference in the way SuDocs numbers are derived as opposed to LC class numbers, the two perform a function that is the same: They both help you locate an item on the shelf. Figure 6-1 illustrates a SuDocs number and explains its components.

FIGURE 6-1



The card catalog provides you with a means of getting the LC class number so you can find the material you need in the main circulating collection. There is likewise a system to provide you with the SuDocs number for a desired U.S. government document. Here any similarity between the two systems of access ends.

The primary access source for U.S. Government Documents is the Monthly Catalog of U.S. Government Publications (Mo Cat). The Mo Cat is quite similar in design to an abstracting service. Each issue of the Mo Cat contains a variety of indexes (i.e., Author, Title, Keyword, Subject, Series-Report number, etc.). These indexes provide you with an entry number which can then be used to find the full entry, including SuDocs number, for the desired document. The full entries are found in the front of each monthly issue. The indexes cumulate after six months and then for the previous year. One very helpful feature of the indexing system that Mo Cat uses is that they use LCSH approved headings for the subject index. This means that if you found material in the Subject Card Catalog using a

particular LC subject heading, the same subject heading will be used in Mo Cat if there are materials on the same topic available. See Figure 6-2 for an example of Mo Cat.

After you have the SuDocs number, what's the next step? Unlike the card catalogs which are a record of our holdings, the Mo Cat is a list of items produced by the government, whether we have them or not. To save some steps you should first check the Government Documents shelflist, which is located on the second level Documents area. This shelf list, which has cards for our holdings arranged by SuDocs number, will tell you if we do have a copy of the document you wish to see and also what form it will be in (some Gov.Docs. are on microfilm or fiche). So before you head off to the document stacks be sure to check the shelflist. Figure 6-2 includes a reproduction of a card from the shelflist.

Statistical Abstract

Of the mass of material compiled by the various U.S. governmental agencies a significant percentage is statistical in nature. From this large pool of data a convenient condensation is published which provides statistics on the most commonly sought information. The Statistical Abstract of the United States is published annually and is quite likely the most frequently used government document. The indexing that is provided makes the Statistical Abstract a fairly easy source to use . Of course the sources from which the statistics are culled are cited in the Statistical Abstract. This enables you to find the full document which frequently will contain additional valuable information.

Materials to complete the Statistical Abstract portion of your assignment will be found in Rooms 301 and 303.

Other Materials in Government Documents

In addition to the U.S. Government publications in the Government Documents collection you will find a number of publications from New York State and the Canadian Government. These resources certainly should not be overlooked when searching for materials for a paper or report. However, because of the size of these collections relative to the U.S. Government Documents we will only briefly discuss them in the course.

New York State Documents

The various agencies and departments of New York State's government each year publish a great many documents of interest to anyone doing research which pertains to New York State. One thing that has been done to facilitate the use of these materials is the inclusion of all New York State documents in the general card catalogs, starting about 1980. Earlier documents can be found by asking for help at the Reference desk.

FIGURE 6-2

FINDING U.S. GOVERNMENT DOCUMENTS

1. USE AN INDEX TO. . .
2. FIND AN ENTRY NUMBER TO. . .
3. FIND THE ENTRY TO. . .
4. GET THE SUDOCS NUMBER TO. . .
5. CHECK THE SHELFLIST THEN. . .
6. FIND THE DOCUMENT ON THE SHELF.

XXXX

New York State Documents are located on the shelves by using a simple numbering system. The documents will be identified first by the year and then by a simple number assigned consecutively (eg 85-20204, 85-20205 etc.). New York State Documents will be found in the 2nd level Government Documents area.

Canadian Documents

The Canadian government produces documents in much the same way as does the United States government. Naturally, being located in the U.S. we don't receive nearly as many of these documents. Those that are available are a very valuable resource for social statistics, business oriented materials, and environmental materials dealing with Canada and relations between Canada and the U.S. To determine if Canadian documents are available to aid your research just ask a librarian for assistance.

POINTS TO REMEMBER

1. The U.S. Government is the largest publisher in the world.
2. Government documents are invaluable sources of information in the Sciences and Social Sciences, less valuable in the Humanities.
3. SuDocs numbers are used to physically locate materials.
4. SuDocs numbers are based on the issuing agency.
5. Mo Cat is the primary access source to Government Documents.
6. LC approved subject headings are used in the subject index of Mo Cat.
7. Check the shelf list before looking on the shelves in Government Documents.
8. The Statistical Abstract of the United States is the basic source for most commonly requested statistics.
9. Sources will be cited in the Statistical Abstract for further research.
10. Recent New York State documents can be accessed using the card catalogs.
11. Canadian documents are a valuable source for researchers interested in Canada or the Canadian point of view.

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

ASSIGNMENT ONE: ORGANIZATION OF MATERIALS IN A LIBRARY

INSTRUCTIONS: TRANSFER ANSWERS TO ANSWER SHEET AND INDICATE CODE: 3

OBJECTIVES of this Assignment

1. Given a library guide you will answer locational and organizational questions related to specific library areas.
2. Given categories of information, you will select the type of information needed for specific problems.
3. Given a Library of Congress class outline, you will relate information problems to subject areas on the outline.

Directions 1-5: The questions below require you to go to the specified library area to determine the correct answer.

1. Magazines and journals in the Periodicals Collection are arranged:
   a. By Library of Congress call numbers
   b. By designated subject areas such as "Nursing Journals" or "Business Journals"
   c. By journal title, in alphabetical order
   d. By none of the systems above

2. The record collection, located on the third level, is organized:
   a. By Library of Congress call numbers only.
   b. By composers' names
   c. By musical categories such as "jazz" or "classical"
   d. Partly by Library of Congress call numbers and partly by a separate numbering system

3. Materials in the Government Documents Collection are arranged:
   a. By Library of Congress call numbers
   b. Alphabetically, by the title of the document
   c. By a system completely different from the above

4. Test answer "a" in question 3 by checking the letter category "E1.34:" on the first level of the Government Documents Collection. The Library of Congress classification system assigns "E" to U.S. History. Are the government documents in "E1.34:" also reserved for the subject of U.S. History?
   a. Yes
   b. No

5. Reference books are categorized by Library of Congress classification letters in the same way as books in the rest of the library.
   a. True
   b. False

Directions 6-10: Listed below are library areas. Select the one that would provide you with the information or materials requested by the question. Refer to your Library Research Skills booklet to do this section.

a. Special Collections
b. Government Documents Collection
c. Main Circulating Collection
d. Periodicals Collection
e. Reference Collection

6. A book on the role of computers in our future

7. A collection of materials on the North Country's mythical monster, "Champy"

8. An encyclopedia article on the history of basketball

9. The minutes of the Congressional debate on a national drinking age of 21

10. A recent copy of the journal Psychology Today

Directions 11-15: The questions below require you to select subject areas which may contain information on the topics. Do this by matching the topic of the question to an academic subject area and a corresponding Library of Congress subject class in your Library Research Skills booklet. ["LC" is a standard abbreviation for "Library of Congress."]

11. How does the Montessori method teach children to read?
   a. LB
   b. HV
   c. GF-GT
   d. J-JX

12. A forecast of the role of the Democratic party in American politics
   a. PN
   b. E
   c. GV
   d. J

13. A history of the development of the modern theatre
    a. C
    b. L
    c. PN
    d. M

14 How did banking systems originate? The best LC subject class to answer this question is:
    a. J
    b. HF
    c. HM-HX
    d. HG

15. What is the current treatment for diabetes mellitus in adults?
    a. HQ
    b. GF-GT
    c. R
    d. TX

Directions 16-18: The questions below require you to go to the specified area of the Main Book Collection to determine the correct answer. DO NOT REMOVE THE BOOK FROM THE SHELF.

16. Find the subject area "SB731.P64" and determine which title it includes:
    a. Plant Disease
    b. Breeding Plants Resistant to Insects
    c. Pesticides in the Environment
    d. Introduction to Integrated Pest Management

17. Find the subject area "P87.C5974" and determine which title it includes:
    a. The Bias of Communication
    b. Applied Communication Research
    c. Communication Yearbook
    d. Human Communication

18. Find the subject area "DS436.C22" and determine which title it includes:
    a. The Cambridge History of India
    b. The Political History of India
    c. The Life of Mahatma Gandhi
    d. The Historian's History of the World

Directions 19-23: Listed below are three basic types of information. Select the one most suited to the question.

a. Brief FACTS:
Data such as numbers, dates, definitions, locations (usually with little or no explanatory material)

b. Objective INTRODUCTORY:
Explanatory data organized into a summary or outline such as those found in encyclopedia articles

c. EXTENSIVE and judgmental:
In-depth views and opinions as expressed in books or journal articles which one uses to evaluate and draw conclusions

19. In Roman mythology, who was the god Saturn?

20. Does the welfare system in Canada compare favorably with that of the United States?

21. Are boycotts of modern Olympics a justifiable political tactic?

22. Find a brief history of the development of jazz.

23. How many children in the United States were born below the poverty level in 1980?

Directions 24-25: Refer to your Library Research Skills booklet in doing these questions.

24. In which order would the following call numbers be found on the shelf?

1)	2)	3)	4)
HF74.5 B34	HF75.4 B3	HF745 B29	HF74.5 B333

a. 4,1,2,3
b. 1,4,3,2
c. 2,4,1,3
d. 3,2,1,4

25. In which order would the following call numbers be found on the shelf?

1)	2)	3)	4)
HQ537 F82	HV52 M19	HQ53 F8	HQ53 F73

a. 1,3,4,2
b. 2,3,4,1
c. 4,3,1,2
d. 3,4,1,2

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

ASSIGNMENT TWO: REFERENCE CONTENT SOURCES-ENCYCLOPEDIAS, DICTIONARIES, HANDBOOKS, ETC.

INSTRUCTIONS: TRANSFER ANSWERS TO ANSWER SHEET AND INDICATE CODE: 3

OBJECTIVES of this Assignment:

1. Given a call number and location symbol, you will locate a reference source.
2. Given a description of Reference content sources and samples to examine, you will match information problems to appropriate types of sources.
3. Given an outline of the arrangement of books on the shelves by subject (Library of Congress classification) you will locate a Reference content source on a given topic.
4. Given a topic, you will practice selection of an appropriate subject encyclopedia for that topic.

Directions 1-5: Do this exercise in the Reference Room. Each question gives the title and call number of a reference book and asks that you identify the correct location of the book according to the number of the Book Range (stack) on which the book is shelved. FOR THIS ASSIGNMENT, PLEASE DO NOT REMOVE THE BOOKS FROM THE SHELVES.

1. Oxford English Dictionary. Ref.PE1625.N53 1933
   a. Book Range 2
   b. Book Range 6
   c. Book Range 9
   d. Book Range 11

2. United States Political Science Documents.
   Index Area Ref.JA36.P64
   a. Book Range 12
   b. Book Range 11
   c. Book Range 5
   d. Book Range 4

3. The New Grove Dictionary of Music and Musicians.
   Ref.ML100.N48
   a. Book Range 13
   b. Book Range 11
   c. Book Rnage 7
   d. Book Range 5

4. Facts on File Yearbook. Ref.D410.F3
   a. Book Range 17
   b. Book Range 11
   c. Book Range 6
   d. Book Range 4

5. McGraw-Hill Encyclopedia of Science and Technology.
   Ref.Q121.M3 1987
   a. Book Range 14
   b. Book Range 10
   c. Book Range 6
   d. Book Range 2

Directions 6-12: For this assignment, you may refer to the Library Research Skills Booklet for a list and brief description of Reference Content Sources. Simply select the best type of source from choices a-g to answer the questions below. You may also examine the various types of sources by locating them in the Reference Room.

   a. Statistical Source
   b. Handbook
   c. Yearbook
   d. Atlas or Gazetter
   e. Dictionary

6. How do you pronounce the word Onomatopoeia?

7. What is the recommended method of immobilizing a broken leg?

8. What is Stirling's Formula in statistics?

9. What event highlighted advancements in American space technology in 1969?

10. What was the harvest of Soviet Union grain for the last ten years?

11. Where is Timbuktu located?

12. What horse won the Kentucky Derby in 1975?

Directions 13-21: Do this exercise in the Reference Room. You may refer to the Library Research Skills Booklet to determine the proper Library of Congress (LC) classification code for the subject of each question. Then match the LC code with the correct Book Range (stack) number in the Reference Room. FOR THIS ASSIGNMENT PLEASE DO NOT REMOVE THE BOOKS FROM THE SHELVES.

13. The Dictionary of American History is located on Book Range:
   a. 17
   b. 16
   c. 15
   d. 14
   e. 13

14. Reference background sources dealing with art are located on Book Range:
   a. 11
   b. 9
   c. 7
   d. 6
   e. 3

15. The Encyclopedia of Philosophy is located on Book Range:
    a. 5
    b. 6
    c. 11
    d. 16
    e. 17

16. Reference books on microorganisms are located on Book Range:
    a. 2
    b. 4
    c. 6
    d. 8
    e. 10

17. Reference background sources on English/British writers are located on Book Range:
    a. 11
    b. 10
    c. 9
    d. 8
    e. 7

18. Dictionaries of computer science are located on Book Range:
    a. 3
    b. 6
    c. 9
    d. 12
    e. 15

19. Constitutions of Asian Countries is located on Book Range:
    a. 14
    b. 12
    c. 7
    d. 5
    e. 2

20. Reference books dealing with women's studies are located on Book Range:
    a. 15
    b. 13
    c. 5
    d. 3
    e. 1

21. The International Encyclopedia of Higher Education is located on Book Range:
    a. 5
    b. 7
    c. 10
    d. 12
    e. 16

Directions 22-25: The following questions deal with subject encyclopedias. Although it is not necessary to use the Library for this exercise, you may wish to do so if you are unsure of your answers. In questions 22-24, you are to determine which choice would most likely represent the title of an appropriate subject encyclopedia. Only one choice in each question represents an existing title; the others are fictitious.

22. If you wanted background information on the effect of inflation on interest rates, the most appropriate choice would be:
    a. Encyclopedia of Banking and Finance
    b. Encyclopedia of Inflation
    c. Encyclopedia of Interest Rate Futures

23. If you wanted background information on the relationship between child abuse and income levels, the most appropriate choice would be:
    a. Encyclopedia of Sociology
    b. Encyclopedia of Child Abuse
    c. Encyclopedia of Money

24. If you wanted background information on the eating habits of the white deer, the most appropriate choice would be:
    a. Encyclopedia of the White Deer
    b. Animal Life Encyclopedia
    c. Encyclopedia of Animal Eating Habits

25. Based upon your answers to Questions 22-24, which of the following choices correctly identifies the scope of a subject encyclopedia?
    a. A subject encyclopedia usually focuses on a narrow topic within a subject discipline.
    b. A subject encyclopedia usually encompasses a broad subject discipline and includes most sub-topics within that discipline.

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

WEEKLY ASSIGNMENT 3-CODE 3

OBJECTIVES of this assignment:
1. Given a reserve reading, you will answer questions on topic formation.
2. You will answer questions related to the citation of sources.
3. Given a particular topic, you will identify possible problems.
4. Given broad subjects, you will identify the LC classification area where you would find information on that subject.
5. You will submit a topic for approval.

Directions 1-10: Read "Shaping the Topic" by Michael Meyer and answer the questions based on that reading.

1. Which of the following is not recommended by Meyer as a way to choose a topic?
   a. Going to the library and browsing through magazines.
   b. Examining your own ideas and personal experiences.
   c. Avoiding your own ideas and personal experiences they are too biased.
   d. Examining what is going on around you.

2. The required length of a research paper will help to determine:
   a. Whether or not you need to cite your sources
   b. Whether you need to consult books instead of periodicals
   c. Whether or not you need to type your papers
   d. What might be a manageable topic

3. A summary paper:
   a. Evaluates information
   b. Resolves conflicting points of view
   c. Assesses or analyzes information
   d. Reports or records information without comment

4. Which type of paper is most often assigned in classes:
   a. Summary paper
   b. Thesis paper

5. Which of the following is a reason for exploratory reading:
   a. To broaden a topic
   b. To verify that your point of view is correct
   c. To provide you with detailed notes
   d. To provide you with the beginnings of a bibliography

6. Detailed notes should always be taken during exploratory reading.
   a. True
   b. False

7. A topic is considered too technical if:
   a. Too many sources are available for it
   b. Too few sources are available for it
   c. You must learn too much additional knowledge to deal with it
   d. You cannot draw conclusions about it

8. A topic is considered too broad if:
   a. Too many sources are available for it
   b. Too few sources are available for it
   c. You must learn too much additional knowledge to deal with it
   d. You cannot draw conclusions about it

9. If your research on a topic leads you to change your point of view:
   a. Abandon your topic and go on to another
   b. Panic and run off into the night
   c. Revise or completely change your thesis
   d. Do more exploratory reading

10. A thesis is usually:
   a. Any word or phrase that presents an idea
   b. A single sentence stating the point of view you will defend
   c. Information recorded on note cards
   d. An explanation of how much information is available for your topic

The following questions are based on the information presented in the Library Skills Booklet, Unit 3.

11. Your choice of topic will not be influenced by the type and length of the paper assigned.
   a. True
   b. False

12. A bibliographic citation follows the same format regardless of whether it's for a book, journal article, or government document.
   a. True
   b. False

13. Before you can locate the research materials you need you must:
   a. Have a clear idea of what you need
   b. Look in the card catalog
   c. Find an existing bibliography of sources on your topic
   d. Consult with a Reference librarian

14. In addition to avoiding charges of plagiarism, researchers include footnote and bibliography citations in order to allow others to locate the sources of information they used.
   a. True
   b. False

15. For any research topic you choose, you should always try to use an equal number of books and journal articles.
    a. True
    b. False

Directions 16-20: The questions below illustrate problems related to topic selection. The topics are either too narrow, broad, technical, current, or unsuitable for research (single source). Analyze the topics and choose a direction based on the alternatives given.

    a. Topic too broad: narrow it
    b. Topic too narrow: broaden it
    c. Topic too technical: simplify it
    d. Topic too current: change it
    e. Single source topic/unsuitable for research: change it

16. The long term effects of the Donna Rice incident on Senator Gary Hart's political future

17. Digital sound recording techniques

18. History of the Middle Ages

19. Educational backgrounds of white vegetarian unwed mothers

20. Procedures for official motor vehicle inspection

Directions 21-24: Below are broad topics that could be shaped for research by reading background information. Select the MOST RELEVANT LC class area indicating where in the Reference Collection a subject source for the topic could be found. Refer to your workbook handout entitled "LIBRARY OF CONGRESS CLASSIFICATION OUTLINE" in doing this part.

21. The problems of the prison system
    a. GN-GT
    b. J
    c. K
    d. HV

22. War techniques in the past and present
    a. A
    b. D
    c. TA-TP
    d. U-V

23. The teaching of handicapped children
    a. LC
    b. HQ
    c. TX
    d. K

24. Origin of Olympic Games
    a. B
    b. GV
    c. PA-PF
    d. QM-QP

NOTE: QUESTION 25 IS ON A SEPARATE SHEET; PLEASE DO IT AND HAND IT IN ALONG WITH YOUR OCR FORM.

NAME:_____ SECTION:_____

WEEKLY ASSIGNMENT 3:
QUESTION 25

25. Select a THESIS or RESEARCH paper topic. It may be something you are working on or can use for another class. State the topic clearly and briefly describe the issue/problem/controversy that makes it suitable for research. Your instructor will judge whether the topic is ACCEPTABLE or UNACCEPTABLE for research as you have stated it.

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

ASSIGNMENT FOUR: BOOKS AND CATALOGS

INSTRUCTIONS: TRANSFER ANSWERS TO ANSWER SHEET AND INDICATE CODE: 3

OBJECTIVES of this Assignment

1. Given an information problem, you will select the appropriate section of the card catalog to find books.
2. Given certain elements of a card, you will identify the book that card represents.
3. Given a sample catalog card, you will identify important elements.
4. Given sample problems, you will identify the appropriate filing method.
5. You will relate LC subject headings to particular books and/or suggested topics.
6. You will become familiar with the use of the Library of Congress Subject Headings (LCSH).
7. Given a catalog card, you will interpret information for book evaluation.

Directions: Do this part of the assignment at the Author/Title Catalog. Remember to try all possibilities, particularly by continuing to look a bit further in the card tray after you think you've reached the end of a search.

1. "SEATO" is an acronym (initial abbreviations spoken and used as words). It stands for Southeast Asia Treaty Organization. Check the catalog for books whose titles begin with SEATO. According to these examples acronyms are filed:
   a. In alphabetical order, exactly where expected among the regular entries.
   b. In the first drawer of the letter that begins the acronym, before the word entries that begin with that letter.

2. Mr. Sammler's Planet is the title of a book with the call number:
   a. PS3503.M4E448
   b. QB1103.M3B6
   c. DA358.B9R42
   d. PS3503.E4488M4

3. Question 2 illustrates that word abbreviations like Mr. are filed:
   a. As if spelled out and then alphabetized
   b. Strictly in alphabetical order as written

4. The book entitled Northeast Asia in Prehistory is filed before the title North East England.
   a. True
   b. False

5. Question 4 illustrates which of the following filing systems in use at Feinberg:

a. Word-by-Word Filing	b. Letter-by-Letter Filing
New York	Newark
New York Times	New York
New Yorker	New Yorker
Newark	New York Times

6. I.B.M., Colossus In Transition is the title of a book with the call number:
   a. HD9696.C64I488
   b. HD969C.I488
   c. HD9609.C64I5
   d. HD9696.C64I488 1981

7. Question 6 illustrates that titles beginning with "initial" abbreviations are filed:
   a. In the first drawer of the letter that begins the initialism, before the word entries that begin with that letter
   b. In alphabetical order, among the word entries

Directions 8-12: The questions below test your ability to select the appropriate section of the card catalogs for information. Refer to your booklet on the distinctions between the Author/Title Catalog and the Subject Catalog. Select the section appropriate to the question.

a. Author/Title Catalog
b. Subject Catalog

8. Find books on President Nixon's role in the Watergate scandal.

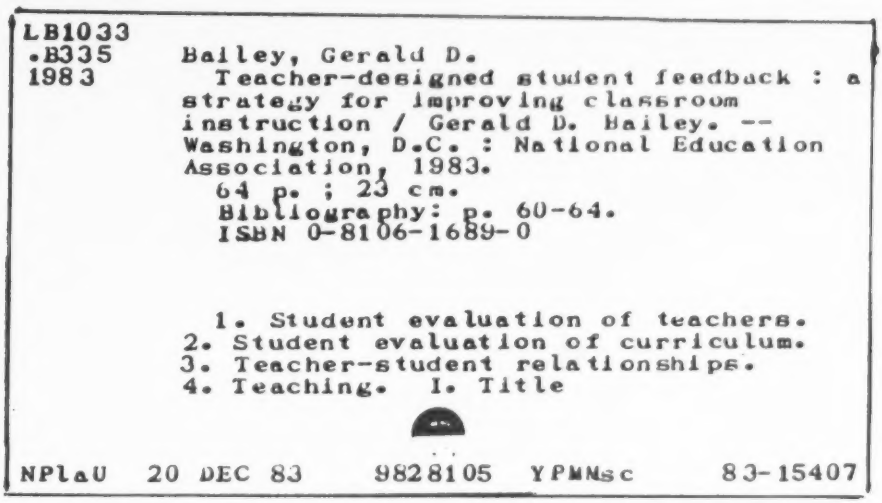
9. Find materials that compare the poetic styles of John Keats and William Wordsworth.

10. Find books by the spy novelist Len Deighton.

11. Do we own any recordings of the musical South Pacific?

12. Find biographies of Dr. Martin Luther King.

Answer question 13 by referring to the two catalog cards below:

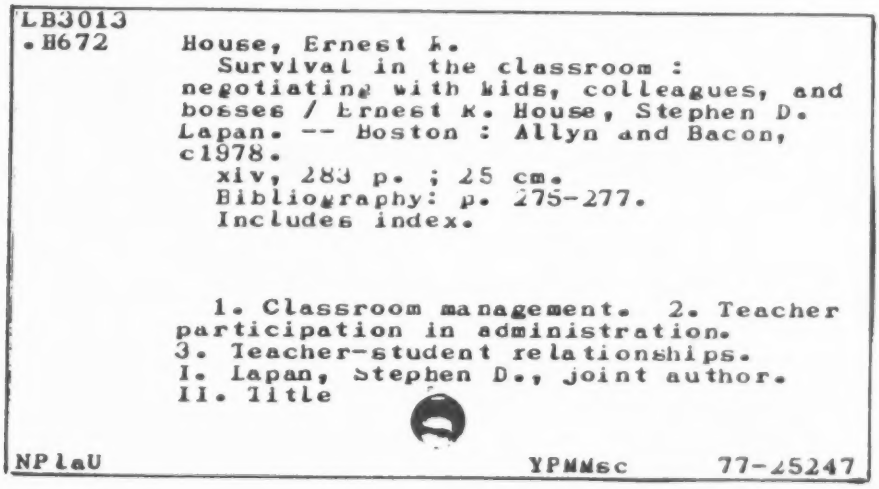


LB1033
.B335
1983

Bailey, Gerald D.
Teacher-designed student feedback : a strategy for improving classroom instruction / Gerald D. Bailey. -- Washington, D.C. : National Education Association, 1983.
64 p. ; 23 cm.
Bibliography: p. 60-64.
ISBN 0-8106-1689-0

1. Student evaluation of teachers.
2. Student evaluation of curriculum.
3. Teacher-student relationships.
4. Teaching. I. Title

NPlaU 20 DEC 83 9828105 YPMMsc 83-15407



LB3013
.H672

House, Ernest R.
Survival in the classroom : negotiating with kids, colleagues, and bosses / Ernest R. House, Stephen D. Lapan. -- Boston : Allyn and Bacon, c1978.
xiv, 283 p. ; 25 cm.
Bibliography: p. 275-277.
Includes index.

1. Classroom management. 2. Teacher participation in administration.
3. Teacher-student relationships.
I. Lapan, Stephen D., joint author.
II. Title

NPlaU YPMMsc 77-25247

13. If you were researching different teacher strategies for managing the students in their classroom, which book would you choose and why?
    a. Teacher-Designed Student Feedback. The title and subject tracings indicates that it is more relevent to the topic.
    b. Survival in the Classroom. The subject tracings indicate it is more relevent to the topic.
    c. Teacher Designed Student Feedback. It has a more extensive bibliography.
    d. Survival in the Classroom. The book is much longer.

Refer to the catalog card Survival in the Classroom for questions 14-15.

14. This book contains a list of additional references.
    a. True
    b. False

15. How many authors are credited with writing this book?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

Directions 16-17: Refer to the Library Research Skills Booklet to do parts of this exercise. Note that the microfiche, Library of Congress Subject Headings, is commonly abbreviated as "LCSH".

16. The symbol "NT" used in the LCSH indicates:
    a. subdivision of the term
    b. Terms not used as subject headings
    c. Broader but related terms used as subject headings
    d. Terms that may be broader or narrower depending on their context.
    e. Narrower but related terms used as subject headings

17. The word "USE" in the LCSH takes you from a subject heading that is invalid to a valid subject heading.
    a. True
    b. False

Directions 18-20: Refer to the LCSH fiche available at the Subject Catalog to answer these questions.

18. In LCSH which of the following is not a correct narrower subject heading of "Political Crimes and Offenses"?
    a. Assassination
    b. Bombings
    c. Extradition
    d. Impeachments
    e. Sedition

19. Which is the correct LC subject heading for "Bird Calls"?
    a. Bird calls
    b. Songs, Bird
    c. Bird sounds
    d. Bird-song

20. Which is the correct LC subject heading for "Town Planning"?
    a. City planning
    b. Urban design
    c. Model cities
    d. Urban planning
    e. Slum clearance

Directions 21-25: Do **not** refer to the **LCSH** fiche to do this exercise. Use the Subject Catalog **alone** and the cross-references it provides.

21. A book filed under the subject heading "Classical Literature--History and Criticism" and authored by Herbert Anthony Musurillo has the call number:
    a. PA3001.H5
    b. PA3001.M68
    c. PA3001.M8
    d. PR3636.P58 1983
    e. PR532.R5

22. May sound recordings be found using the Subject Catalog? (If unsure, check under "Speeches, Addresses, Etc." to see if there are cards with the word "Record" printed in the call number.)
    a. True
    b. False

23. Look up the subject heading "Germany--History--1789-1900." The time subdivisions between this heading and the heading "Germany--History--1815-1866" are filed:
    a. In strict alphabetical order, as if the numbers were spelled out
    b. In chronological order

24. The subject heading "Communism--Hungary" is filed ahead of "Communism in Education".
    a. Yes
    b. No

25. What is the correct subject heading for Continuum Physics?
    a. Physics, Continuum
    b. Continuum Physics
    c. Field Theory
    d. Field Theory (Physics)
    e. Physics

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

ASSIGNMENT FIVE: PERIODICALS AND INDEXES

INSTRUCTIONS: TRANSFER ANSWERS TO ANSWER SHEET AND INDICATE CODE: 3

OBJECTIVES of this Assignment

1. Given a list of indexing and abstracting services, you will select a source appropriate for an information problem.
2. Given instructions, you will interpret basic structures of indexes and abstracting services: systems of cross-referencing, abbreviations, subject headings, and entry numbers.
3. Given entries from basic periodical and newspaper indexes and from a typical abstracting service, you will identify parts of a citation.
4. Given the title of a journal, you will determine if Feinberg Library owns it.
5. Given a specific periodical title and date, you will determine its format and location in the collection.

Directions 1-3: Select from the indexes listed below the one most likely to direct you to the information requested. If you are unsure of the fields covered by an index, read its description on the first page of any issue or volume.

a. Humanities Index
b. Social Sciences Index
c. General Science Index
d. Education Index
e. Art Index

1. How accurate is diagnosis of fetal defects?

2. What is the symbolism of the cockroach in Franz Kafka's story, "Metamorphosis?"

3. What are the effects on the judicial system of overcrowding in federal prisons?

Directions 4-8: Do these questions in the Reference Room. Select the Book Range where the source in each question can be found. (Pay attention to the location symbols "Ref." and "Index Area Ref." which appear in front of the call number and tell you the section of the Reference Room you should be in.)

a. Book Range 2
b. Book Range 3
c. Book Range 5
d. Book Range 7
e. Book Range 9

4. Nutrition Abstracts and Reviews.Index Area Ref.RM214.N8

5. Accountant's Index. Index Area Ref.HF5601.A53

6. Cumulated Index Medicus. Index Area Ref.R11.C85

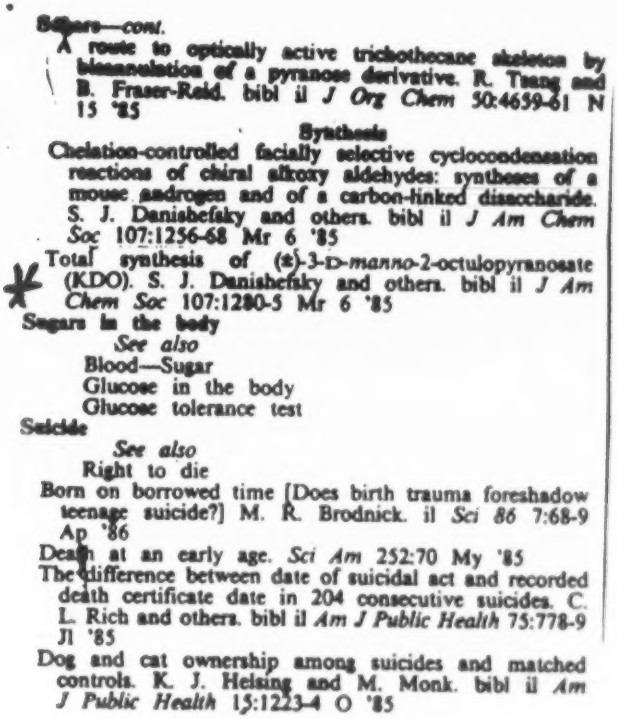
Directions 7-9: Do these questions in Room 301 or 303. In all the indexes below (except The New York Times Index) refer to the pages entitled, "Periodicals Indexed," "Abbreviations of Periodicals Indexed," and "Abbreviations." In The NY Times Index refer to the "Key to Abbreviations," and "How to Use The NY Times Index," on the back pages of any issue.

7. This entry in The New York Times Index, "Asylum (Political). See also Immigration, Je 6," is what type of entry?
   a. Date, page, column reference
   b. USE reference
   c. Subdivision
   d. Dated cross reference
   e. Addenda and errata

8. Which index includes the periodical, Journal of Recreational Mathematics?
   a. General Science Index
   b. Applied Science and Technology Index
   c. Biological and Agricultural Index
   d. Social Sciences Index
   e. Education Index

9. The Quarterly Journal of Economics is a journal indexed by Social Sciences Index. Which abbreviation is used for it?
   a. Q J Econ
   b. Quart J Econ
   c. Q Jnl Econ
   d. Quart Jnl Econ
   e. None of the above

Directions 10-14: Do these questions in Room 301 or 303. The excerpt below is from General Science Index. Refer to it and to the Library Research Skills booklet in answering the questions. Use any copy of General Science Index to check abbreviations, periodical titles, etc.



Sugars—*cont.*
A route to optically active trichothecane skeleton by bisannelation of a pyranose derivative. R. Tsang and B. Fraser-Reid. bibl il *J Org Chem* 50:4659-61 N 15 '85

Synthesis
Chelation-controlled facially selective cyclocondensation reactions of chiral alkoxy aldehydes: syntheses of a mouse androgen and of a carbon-linked disaccharide. S. J. Danishefsky and others. bibl il *J Am Chem Soc* 107:1256-68 Mr 6 '85
Total synthesis of (±)-3-D-*manno*-2-octulopyranosate (KDO). S. J. Danishefsky and others. bibl il *J Am Chem Soc* 107:1280-5 Mr 6 '85

Sugars in the body
See also
Blood—Sugar
Glucose in the body
Glucose tolerance test

Suicide
See also
Right to die
Born on borrowed time [Does birth trauma foreshadow teenage suicide?] M. R. Brodnick. il *Sci 86* 7:68-9 Ap '86
Death at an early age. *Sci Am* 252:70 My '85
The difference between date of suicidal act and recorded death certificate date in 204 consecutive suicides. C. L. Rich and others. bibl il *Am J Public Health* 75:778-9 Jl '85
Dog and cat ownership among suicides and matched controls. K. J. Helsing and M. Monk. bibl il *Am J Public Health* 15:1223-4 O '85

10. The entry "Sugars in the body" means:
    a. It is an unacceptable subject heading.
    b. There are no articles on that topic in this issue of the index even though the subject heading is acceptable.
    c. One must use "Glucose tolerance test" to find any information on the topic in any issue of the index.
    d. The terms under this heading are the only acceptable subject headings for the topic.
    e. All of the above

11. One could find information on suicide under "Suicide" and:
    a. Dog and cat ownership
    b. Right to die
    c. Death date
    d. Adolescent suicide
    e. All of the above

Examine the entry marked with an asterisk (*) for Questions 12-14.

12. What is the complete subject heading for this entry?
    a. Sugars--cont.--Synthesis
    b. Sugars--cont.
    c. Synthesis, Sugar
    d. Sugar synthesis
    e. Sugars--Synthesis

13. Does the cited article include diagrams?
    a. Yes
    b. No
    c. Possibly

14. What is the full title of the periodical cited in this entry?
    a. American Chemical Society
    b. JACS
    c. ACS Journal
    d. ACS-Chemtech
    e. Journal of the American Chemical Society

Directions 15-16: Use this excerpt from The New York Times Index, 1985, and refer to your Library Research Skills Booklet to answer the questions below.

PANDAS. See also Zoos, Mr 12,24, Je 15,25,27, Jl 2,3, S 25, O 2, N 4,17

* US Fish and Wildlife Service adds 46 native and foreign species to endangered list, including giant panda in China (S), Ja 13,I,21:1

Topics editorial on article in Nature magazine by scientists who claim that giant panda is descended from bear family, but lesser panda is close cousin to raccoon (S), S 24,I,30:2

15. What does "Pandas. See also Zoos, Mr 12, 24" mean?
    a. There are no articles on pandas outside of zoos.
    b. One must look under "Zoos, Mr 12, 24" to find any information on pandas in 1985.
    c. All articles under "Zoos" will be about pandas.
    d. There is an article on "Mr. Zoo" and pandas.
    e. There are articles on zoos and pandas in the March 12 and 24 issues.

16. What does "21:1" mean in the entry that is marked with an asterisk (*)?
    a. Page 21, section 1
    b. Section 21, page 1
    c. Issue 21, page 1
    d. Page 21, column 1
    e. Volume 21, issue 1

Directions 17-19: Go these questions in the Reference Room. The three questions deal with major abstracting services (e.g., Environment Abstracts, Psychological Abstracts, Sociological Abstracts, etc.) Refer to any issue of these abstracts to answer these questions.

17. Examine the Subject Index of any volume or issue of Environmental Abstracts. Is the phrase "Atomic Power Plants" an acceptable subject heading?
    a. It is acceptable.
    b. It is not acceptable.
    c. It is not possible to be certain without a controlled vocabulary list.

18. Is it possible to use the abstracts sections of an abstract source if the index sections are not available?
    a. Yes, because journals are indexed alphabetically.
    b. No, the Author Index must be used.
    c. Yes, because the abstracts are in alphabetical order.
    d. No, the Subject Index must be used.
    e. Yes, because the abstracts are grouped by subject.

19. When using an abstract source, what are the two steps usually followed to get enough information to find a relevant article?
    a. Use the Author Index and the Subject Index
    b. Use any Index section to get an entry (or abstract or accession) number, and find that number in the Abstracts section.
    c. Use the Abstracts section and the thesaurus.
    d. Use the source's thesaurus to get acceptable subject headings, and the Subject Index.
    e. Use the Corporate Source Index and the Title Index.

Directions 20-21: Use this excerpt from Current Index to Journals in Education (CIJE) and refer to any issue in answering the questions below. Specifically, refer to the page entitled "Introduction".

EJ 343 993 CS 733 299
I Thought What? Trotter, Gwendolyn *Clearing House*; v60 n2 p76-78 Oct 1986 (Reprint: UMI)
Descriptors: *Cognitive Processes; Cognitive Dissonance; *Cognitive Development; Cognitive Ability; *Social Responsibility; *Student Responsibility; *Critical Thinking; Elementary Secondary Education; *School Role

Links thinking to intellectual, moral, and emotional responsibility and invites school administrators, teachers, students, and parents to think about thinking beyond academic tasks in order to eradicate nonthinking "I thought" processes that cause irresponsible acts. (JK)

20. What is the title of the journal in the entry?
    a. Clearing House
    b. Descriptors
    c. Reprint; UMI
    d. EJ
    e. Cognitive Processes

21. You could get the accession number for this article in the Subject Index by looking under:
    a. Cognitive Processes
    b. Cognitive Development
    c. Social Responsibility
    d. Critical Thinking
    e. All of the above

Directions 22-25: Do this part of the assignment in the Periodicals Room. Use the Kardex file. Instructions on its use are available near the file itself and also in your Library Research Skills booklet. If you are uncertain of your answer, check it by finding the journal in its location.

22. The January/February 1983 issue of Mercury is:
    a. In single issue form (unbound)
    b. In a bound volume
    c. On microfilm
    d. On microfiche
    e. Not owned by Feinberg Library

23. Volume 18, 1946, of The Camping Magazine is:
    a. Not owned by Feinberg Library
    b. On microfiche
    c. On microfilm
    d. Bound
    e. In single issue form (unbound)

24. The periodical in Question 23 will be found:
    a. Through Interlibrary Loan
    b. In a microfiche cabinet
    c. In a microfilm cabinet
    d. In the Third Level stack area
    e. In the Periodicals room

25. Volume 12, 1983 of Philosophy & Public Affairs is:
    a. In single issue form (unbound)
    b. Bound
    c. On microfilm
    d. On microfiche
    e. Not owned by Feinberg Library

NAME _____ SECTION_____

LIB101 BIBLIOGRAPHY PROJECT

This is a test of your ability to apply the lessons learned during this course to a research problem. You are required to locate five(5) sources on a topic of your choosing. Of the five at least one must be a book and at least one must be a journal article. Read all directions before starting. DO NOT ASK FOR HELP ON THIS ASSIGNMENT FROM THE REFERENCE DESK. If you have questions ask your instructor.

PART I: STATE YOUR TOPIC

Directions: State your topic in one or two clear sentences. Explain clearly what you have in mind. Refer to the reserve reading "Shaping the Topic" for help.

_____

_____

_____

You will be graded on your ability to select a topic suitable for a research/thesis paper. Your ability to present your topic clearly and coherently will also affect your grade.

PART II: BIBLIOGRAPHY: Type here the five items you located on your topic. Citations should be in the correct order and form. (Be aware that reference works and Government Documents are not necessarily cited the same way as a book). Use the MLA Handbook as a guide to citation forms.

1)

2)

3)

4)

5)

PART III: SOURCES USED: Explain here how you found each of the items cited in your bibliography. Be sure you use the appropriate column for each item on your bibliography.

If item 1 is a book or Government Document:
Call #_____
Full Subject Heading (including subdivisions)
_____
_____
_____

If item 1 is a periodical article:
Index or Abstract used to locate_____
Subject Heading used to locate_____
Vol & date of Index or Abstract_____
Pg or Abstract #_____

If item 2 is a book or Government Document:
Call #_____
Full Subject Heading (including subdivisions)
_____
_____
_____

If item 2 is a periodical article:
Index or Abstract used to locate_____
Subject Heading used to locate_____
Vol & date of Index or Abstract_____
Pg or Abstract #_____

If item 3 is a book or Government Document:
Call #_____
Full Subject Heading (including subdivisions)
_____
_____
_____

If item 3 is a periodical article:
Index or Abstract used to locate_____
Subject Heading used to locate_____
Vol & date of Index or Abstract_____
Pg or Abstract #_____

If item 4 is a book or Government Document:
Call #_____
Full Subject Heading (including subdivisions)
_____
_____
_____

If item 4 is a periodical article:
Index or Abstract used to locate_____
Subject Heading used to locate_____
Vol & date of Index or Abstract_____
Pg or Abstract #_____

If item 5 is a book or Government Document:
Call #_____
Full Subject Heading (including subdivisions)
_____
_____
_____

If item 5 is a periodical article:
Index or Abstract used to locate_____
Subject Heading used to locate_____
Vol & date of Index or Abstract_____
Pg or Abstract #_____

FEINBERG LIBRARY
FALL 1987

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

ASSIGNMENT SIX: UNITED STATES GOVERNMENT DOCUMENTS

INSTRUCTIONS: TRANSFER ANSWERS TO ANSWER SHEET AND INDICATE CODE NUMBER: 3

OBJECTIVES of this Assignment

1. Given a copy of Statistical Abstract of the United States you will respond to items about its organization and contents.
2. Given a copy of the Monthly Catalog of United States Government Publications, you will use various of its indexes and document entry numbers to identify corresponding Superintendent of Documents (SuDocs) classes for specific documents.
3. Given the unit in your textbook, you will use SuDocs numbers to locate specific document titles in the library's Government Documents area, and you will use the Subject Catalog to determine the inclusion of New York State and Canadian documents in the library's holdings.

Directions 1-5: Do this portion of the assignment in Room 301 or 303, using only 1982-83 (103rd) edition of Statistical Abstracts of the United States.

1. Use the index in the back of the volume. Under what term will you find statistics on homes with electric blenders?
   a. Blenders, Electric, Homes with
   b. Electric Blenders, Homes with
   d. Homes with Electric Blenders
   d. Homes-Blenders, Electric
   e. Homes-Electric Blenders

2. Under the term you chose in Question 1 on what page(s) will those statistics be found?
   a. 758
   b. 400
   c. 203
   d. 548

3. According to the table(s) you've found what percentage of homes had an electric blender in 1970?
   a. 23.4
   b. 23,400,000
   c. 38.5
   d. 38,500,000

Use the index to locate the heading for the subject of the following question. Then go to the page noted there to answer it.

4. From June 1976 to June 1977 did more people go fishing or go bicycling?
   a. Fishing
   b. Bicycling

5. Were there more people employed making hats in 1967 or 1980
   a. 1967
   b. 1980

Questions 6-16: Use only a December 1984 issue of the Monthly Catalog of United States Government Publications in Room 301 or 303 to answer these questions. Other issues of the MoCat will not provide correct answers.

Directions 6-7: Go to the Author Index to find the agencies indicated below. After locating the entry number under each agency, turn to that entry number in the main section of the issue to identify the SuDocs number for the agency.

6. U.S. Nuclear Regulatory Commission. Division of Risk Analysis
   a. 84-24504
   b. 84 24500
   c. Y3.N88:
   d. NUREG/CR-3653

7. National Center for Health Statistics (U.S.)
   a. 84-23842
   b. HE20
   c. PHS84-1250
   d. OCLC11202285

Directions 8-14: Use the Indexes and main section of the issue to answer these questions.

8. Which agency authored the document given entry number 84-242047
   a. Research and Special Programs Administration
   b. Government Printing Office
   c. Superintendent of Documents
   d. Veterans Administration

9. What is the title of the document given entry number 84-23619?
   a. Air Quality Planning and Standards
   b. Research Triangle Park
   c. United States. Environmental Protection Agency. Emission Standards and Engineering Division
   d. Review of New Source Performance Standards for Grain Elevators

10. Under what subject headings will the document above be found in the Subject Index?
   a. Air-Pollution-Standards-United States
   b. Grain Elevators-Environmental Aspects-United States
   c. Both of the above
   d. None of the above

11. What is the entry number for the document indexed under the subject heading "National Digestive Diseases Awareness Week"?
   a. 84-23712
   b. GS4.110:98-295
   c. Item 575
   d. OCLC11224014

12. Which index will directly provide you with the SuDocs number for a document for which you only have the title?
   a. Author Index
   b. Title Index
   c. Title/Key Word Index
   d. Series/Report Index
   e. None of the above

13. The SuDocs number on a document tells you where it is on the shelves in Government Documents. In that way it is analogous to:
   a. The entry number
   b. An LC call number
   c. The OCLC number
   d. All of the above
   e. None of the above

14. Use the Title Key Word Index. What is the full title of the document entered under the word "Prosecution"?
   a. Prosecution: A Study of Four Major Cities
   b. A Study of Four Major Cities Prosecution
   c. Arson Investigation and Prosecution: A Stud of Four Major American Cities
   d. None of the above

****

15. Use the Subject Index to find an entry for a document on "The Management of Fisheries in the United States". Which is a correct subject heading for this topic?
    a. Management-Fishery
    b. United States-Fishery-Management
    c. Management-Fishery-United States
    d. Fishery Management-United States

16. What is the SuDocs number of the document listed under the subject heading selected in Question 15?
    a. Item 1008-C
    b. 84-24267
    c. Y1.1/5:98-515
    d. OCLC11224000

17. Now go to the Subject Catalog on the 2nd level of the Library. Look in the Catalog under exactly the same subject heading you chose in Question 15. Does Feinberg have any federal documents on this subject included in the Catalog?
    a. Yes
    b. No

18. How many New York state documents with this subject heading does the Card Catalog include?
    a. 0
    b. 1
    c. 2
    d. 3
    e. More than 3

19. Documents with New York State Document call numbers included in the Library's card catalogs are shelved where?
    a. Government Documents Collection
    b. Special Collections
    c. Periodicals
    d. New York Collection
    e. None of the above

20. Now go to Government Documents on the 2nd level of the Library. Use the shelflist to determine if Feinberg Library has the federal document identified in Question 16.
    a. Yes, Feinberg has it in microfiche.
    b. No, Feinberg does not have it.
    c. Yes, Feinberg has it in paper.

Directions 21-22: Do this portion of the assignment in the Government Documents Area. Each question contains the first part of a SuDocs number (up to the colon). Find the documents with numbers that begin the same way and indicate a title with that number. (A directory of locations is available in Government Documents)

21. C13.10:496/v.1
    a. Buildings for People
    b. Congressional Record
    c. GAO Documents
    d. Applications of Phase Diagrams in Metallurgy and Ceramics
    e. None of the above

22. HE20.7111:W27
    a. Occupational Mortality in Washington State
    b. Families Today
    c. Smoking Tobacco and Cancer Program
    d. Population Psychology
    e. None of the above

Directions 23-24: The catalog on the 2nd level of the Government Documents Collection is a shelflist which lists documents the library owns by SuDocs number. After using the Monthly Catalog to identify a document and its SuDocs number, you should check this catalog to verify library ownership. Try these examples: Are the following documents available in Feinberg Library?

23. Peace Corps in the 80's; SuDocs number PE1.2:P31/2.
    a. Yes, it is available in paper
    b. Yes, it is available in microform
    c. Both of the above
    d. No, it is not available

24. Veterans Administration Annual Report of the Surgical Service-1985; SuDocs number VA1.1/2:1985.
    a. Yes, it is available in paper
    b. Yes, it is available in microform
    c. Both of the above
    d. No, it is not available

Directions 25: The Subject Catalog for the Main Book Collection includes cards for some federal documents, some Canadian documents, and all New York State documents received by the library since 1980. Select an appropriate subject heading, including subdivisions, for the topic below, and look it up in the Subject Catalog to see if Feinberg Library has any documents on the subject.

25. Hydroelectric power plants in New York
    a. Feinberg Library has at least one U.S. document classed in Government Documents on this subject.
    b. Feinberg Library has at least one Canadian document classed in Government Documents on this subject.
    c. Feinberg library has at least one New York State document classed in Government Documents on this subject.
    d. Both a and b
    e. Both a and c